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ABSTRACT

This handbook of group procedures presents classroom activities that are designed to assist elementary school children in learning more about themselves and others, and to provide them with experiences in interpersonal communication. More specifically, the group procedures are intended to facilitate growth in several developmental areas: (1) the affective (feelings, fantasy life, spontaneity, and capacity to relate to others openly and effectively); (2) casual thinking (behavior is understandable); (3) values clarification (making decisions, including moral decisions, taking into account relevant environment); and (4) self-concept areas. The handbook contains 130 discussion topics, 160 incomplete sentences and 107 role-playing exercises. The remaining sections provide approximately 90 different group activities and exercises. All items were evaluated and selected with regard to their usability in the classroom setting, and are recommended with the supervision of a school counselor. (Author/SJL)

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HANDBOOK of GROUP PROCEDURES

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Suggestions For Elementary School Use

CG 010 488

DELTA SCHOOLCRAFT I.S.D.
DOCUMENT SERVICE

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Each section is coded according to color and is numbered in such a manner as to provide for additions throughout the handbook.

This handbook contains 130 Discussions Topics, 160 Incomplete Sentences and 107 Role Playing exercises. The remaining sections combined total approximately 90 different group activities and exercises.

All items were evaluated and selected with regard to their useability in the classroom setting and are recommended with the supervision of a school counselor.

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MECHANICS OF GROUP DEVELOPMENT

Developmental & Glasser Models

DEVELOPMENTAL DISCUSSION GROUPS IN THE CLASSROOM

PURPOSE

In General: to assist the children to know more about themselves and others; experiences in interpersonal communication.
More specifically: growth in the affective area (how he feels, his fantasy life, his spontaneity, and his capacity to relate to others freely, openly, and effectively), in the area of casual thinking (an approach that takes into account that behavior is understandable, that there are reasons for behavior), and in the area of values clarification (making decisions, including moral decisions, taking into account relevant environment).
-A Partial list of SKILLS that are developed in the classroom discussions:
-ability to recognize feelings, emotions, reactions in self & others
-ability to accept feelings as a part of self, rather than ignore them
-ability to discuss feelings
-ability to effectively use these feelings to mature, rather than to stagnate or regress
-ability to distinguish between the inevitable and the avoidable
-ability to come up with alternative methods of behaving in a situation
-ability to describe consequences of behavior
-ability to make choices contingent upon having considered alternatives and their consequences
-ability to make moral decisions taking into account relevant environment
-ability to distinguish reasons for human behavior
-ability to use distinction among reasons for human behavior and feelings as the basis for improving interpersonal relationships
These skills are still in pretty complicated forms and need to be further broken down into subskills

METHODS of assisting the children to acquire these skills:
-most essential is an atmosphere in which each child recognizes that he is being intensely listened to, understood, and utterly respected as a worthwhile individual.
-sitting in a circle is conducive to talking with another person, rather than to a person
-also allows everyone to look at everyone else
-also helps distinguish discussion time from the rest of the day
-having the teacher and counselor as part of the circle helps create the atmosphere that two adults who are important at school are with the children in a special way at this time
-allowing the children the final say as to what the topic will be also demonstrates the atmosphere
-this must be within the limits of the purpose of the group

-this occurs after the first 3 or 4 sessions, which are used to demonstrate some of the possibilities
-the group leader is a resource person who brings suggestions
-never purposefully embarrassing a child or putting him down in the group is an absolute must for the atmosphere
-the group leader must insure as far as is possible that group members never put each other down in the group
-using the group to set norms on what will be acceptable during the discussions is both a tremendous learning experience and a way of creating the needed atmosphere
-this should take place after 3 or 4 sessions that have been conducted on as few rules as were necessary (this gives the group a chance to see how things can work)
-the group leader must set up the limits beyond which he can not operate and let the children set the rules within that

TIME: once a week

-Kdg thru 4th grade--20-30 minutes per week
-4th thru 6th grade--35-45 minutes

Specific MATERIALS that have been used by the counselor:

-incomplete stories (can be read, on a film strip, or a record)
-role play a specific scene relevant to the children and discuss it
-a picture of a situation that offers room for discussion
-ask the children to respond to a series of questions about a developmental topic--such as "what's it like to be the oldest in the family? the youngest? in the middle?)
-ask the children to describe a feeling and what happens when someone has it
-ask that the children suggest a topic of interest to them
  -at times a topic of interest is under the one they pick and the leader, by his responses, can bring that topic into the foreground

Things that HAPPEN in groups

-the leader refuses to accept responsibility that members can handle
-therefore the children must take it
-one person can catch what another one doesn't
-more than one person sees or experiences what's going on and they all have value
-each person is more free to recognize his feelings are his and not necessarily everyone else's
-chance to recognize that others have some or similar experiences. thus making it less fearful
-chance to recognize not all have the same experience, so maybe it's not as bad (good) as I expected
-chance to try out, in a safe way, what needs to be tried out
-chance to practice making moral decisions that, right now, don't have bad results.

CLASSER MODEL

CLASSROOM MEETINGS

CLASSROOM MEETINGS HELP EVERY CHILD GET INVOLVED

THROUGH GROUP PARTICIPATION

Objectives of Classroom Meetings

A. Allow recognition and acceptance for each child in the class.

B. Increase contact, understanding, and trust between all participants (pupils, teacher, counselor)

C. Increase pupil sense of self worth.

D. Improve listening skills.

E. Help pupils feel they have ability to work through many of their problems and concerns.

1. Set a 10-30 minute period of time aside for the meetings (same time each session if possible). Try starting with 10 minutes in grades 1-3 and 20 minutes in grades 4-6. As your confidence and skill increase you can increase length of meeting. We recommend at least two meetings per week.

2. Have the class sit in a close circle (either in chairs or on the floor. If on the floor, have each child bring a small rug to sit on).

3. Sit beside different children each day.

4. Have topic, lead questions and developmental questions in mind.

Example Monday's Meeting

Topic: Communicating affection (open-ended meeting)
Lead Question: "If you liked someone how could you let him know it?"
Developmental Questions: "Why tell them? What would you do first? When is a good time to tell someone you like them? When is not a good time? Have you ever told anyone you liked them? Are there different ways of saying you like someone? How would you tell your parents you like them? Your brothers and sisters? How do you feel when someone tells you they like you?"

5. Conducting meetings involves four types of questions: (1) questions that ask "why": (2) questions that help the class to define the topic: (3) questions that personalize the topic and (4) questions that challenge the topic (being the devil's advocate).

6. Be flexible. You do not have to "stick" rigidly to your developmental questions. When a question comes to mind on the discussion ask it. You don't have to ask all of them. Do not feel you have to stick to the subject.

7. Make the questions as relevant and specific to the lives of your students as possible.

8. The art of developing good questions requires only the use of your imagination and awareness. For instance, watch for topics in the newspaper, on television (find the programs your children watch on TV and occasionally watch them; e.g., Partridge Family, Eddie's Father, Medical Center, etc.), conversation with your friends and associates, the songs of today, curriculum, incidents in your life, etc.

9. Be non-judgmental -- don't moralize, threaten or say, "That's right ..... That's wrong ... I don't agree ...etc." There are no wrong answers, opinions, feelings, experiences. Do not correct a child's grammer.

10. Show warmth and enthusiasm. Don't be afraid to share your experiences and feeling with your children. You can use them for discussions on occasion; e.g., describe an experience of yours and ask, "What would you have done if you had been me?" Or share a problem of yours and ask for their help in finding a solution.

11. Be directive You are the class leader.

12. Never summarize or have the children summarize what the class meeting was about or try to find out what they "learned today." End the class meeting with something like, "It's time to stop now," or "Back to reading," or "Let's go back to our seats now," etc.

13. Be supportive - don't let kids criticize each other. However, kids don't have to agree with each other. You can ask a child to comment on what another child has said; e.g., "Suzie, would you like to comment on what Jane said?"

14. Don't let any children dominate the class meeting. Some children will be more verbal and they will help "carry" your first meetings. Call on children who don't raise their hands.

15. Set ground rules early and as needed (raise hands; no destructive comments).

16. Don't stick to a rigid schedule on duration of meetings. If a meeting loses interest after five or ten minutes, end it! You can say, "We discussed the topic (whatever) and there doesn't seem to be much interest today, so we will end the meeting now.

17. Use open-ended or problem solving meetings. If problem solving be sure the problem relates to an entire class or the school in general.

18. Don't be discouraged when meetings "flop." They will!! Unless you and your class are perfect.

19. Conducting class meeting requires both practice and patience on your part.

20. You will not be able to realize the value of classroom meetings until you have conducted at least thirty (30) with your class.

21. The main thing in class meetings is to get involvement!!

Glasser, W. Schools Without Failure. New York: Harper Row, pg. 69.

A METHOD OF BEGINNING GROUP GUIDANCE IN THE CLASSROOM: FIRST SESSION

Actual operation of the group.

Let me suggest that today and the next two or three weeks

-we agree that only one person at a time be talking.
-that we go around the circle giving everyone a chance.
-that if you want to talk out of turn you raise your hand, get recognized, and get permission from the next person to talk before him.
-that no one has to talk if they don't want to.
-that as, leader, I will break in at times to help clarify the communication that's going on
-after three or four sessions the group should discuss and decide on how we proceed to get a turn.
-we agree to talk about one of the three or four "starters" I bring to the group.
-after that time (3 sessions), I will have some'starters' available, but we may use suggestions from the class.

Structure:

Time
Sitting in a circle
Purpose to understand ourselves - what we do, how we feel, how others effect us, and why, and what we can do about it.

Method: Discussing with each other.

My approach is one of really attempting to understand what each person means.

My idea is to not discuss this group outside of the group, except to my supervisors who help me do better, or in general terms so I can explain what we're doing.

My duty is to help us explore our thoughts, actions, and feelings, not to judge them right or wrong, not to punish you for what you say or do.

In the beginning I'll be more structured in that I'll have some topics to suggest we talk about, or soem other "starters", later I'd like the suggestions to come from the group.

I'd like to have some feedback on how the sessions are going; you don't have to do it; I don't want your name- just the date and your teahcer's name on it.

NOTE:
This is a suggested way of beginning the group. It requires that the leader model effective communication skills and effective (and appropriate) methods of setting limits on the children.

GROUP COUNSELING

To set up group counseling:

-describe to a large population what will be expected of group members

-willingness to change

-need for assistance

-committed to talk about problems

-solve problems

-what kinds of decisions need to (can) be made by client

-what can be expected of other group members

-what benefits expected from the groups

-get volunteers for intake interview

-volunteers must convince counselor he is ready for group counseling

-counselor decides on acceptability of client

MODEL FOR OPEN-ENDED DISCUSSIONS

Drop a pebble into a pool of water and watch the concentric circles appear. So it is with an open-ended discussion. You get this going, the children-with your help-take it from there, developing and expanding thoughts in ever-larger circles of understanding. An outline of such a discussion looks something like this:

Phase 1 - The Lesson

The experiment (the problem) -"Here is a funny thing. Let's try it. Here's an experiment. Here are the rules". Etc.

Observation (gather the data) - "What was happening? What was I doing? What did you do? How did you feel? How do you feel now? What is it like? How did you feel toward me? Did anybody notice . . .?"

Analysis (measurement and testing: sorting it out) - "What was happening? What was I trying to do? Did it work? How many of you . . .? Which direction . . .? How much . . .?"

Synthesis (putting it together; relevance; validation) - "Where would this apply to real life? Give some examples. Have you ever felt this way before? When?"

Abstraction (concept formation) - "What does all this mean? What principles of human behavior were operating here? What's a rule of thumb? How does this work in real life?"

Phase 2 - Practice

Retesting (replication).

The problem (recognized and stated) - "What would happen if. . .? Let's try it this way. I wonder if. . ."

Hypothesis formation (prediction of results in specific circumstances) - "I'll bet that if we...they would...I thing that if...then... if we do this, then that...Let's see! What if they did it this way? Wouldn't they ...?"

Observation, further hypothesis formation, further observation, etc., until:

Theory construction (stating a general rule of behavior; that is, how it works) - "I think it works this way. I'll proceed as if, because...I guess people act this way...You bet that people operate like this..."

Retesting, etc., until:

Open-ended Discussions

Phase 3 - Reality

Internalization (henceforth, retesting under real conditions for further clarification and validation in actual use) - "I don't like her. You can't trust her. I like her She's real. You always know what she means and where she stands. I think I'll...I know people do this when...Therefore..." (if they use the theory they've built for living, they've internalized it. It's part of them.)

Long, L. D. "Model For Open-Ended Discussions", The Grade Teacher, Jan. 72, p. 45.

TOPICS FOR GROUP DISCUSSION

TOPICS:

Name all the feelings (emotions) we can think of.
Warm up (if necessary)

- suppose a friend gets a brand new mini-bike and you know you won't get one.
- supporse your younger sister brings home a report card much better than yours.
- suppose mom, whom you like a lot, spends the afternoon making a cake with you.
- suppose dad takes you fishing.
- suppose you have a new bike and your brother doesn't, and he asks to use it and you say no.
- suppose your pet dog dies.
- What it's like to be a boy (girl) in school?
- What you think it's like to be a teacher or counselor or principal in school?
- Value Whip

  One thing that makes you proud.
  A decision with three alternatives.
  Wanted to do, but put off.
  One idea that's important to you.
  Someting in the world you'd like to see changed.
  Someting you thought of doing, but didn't.
  Someting about yourself you'd like to change.

Name one thing you like about yourself.

Name one wish for yourself.

This is a suggested way of beginning the group. It requires that the leader model effective communication skills and effective (and appropriate) methods of setting limits on the children.

TOPICS FOR GROUP DISCUSSION

I. Dyads

II. Assign students to two groups: # 1's and # 2's

III. 1's talk about something they really like or that's very important to them.

2's pay no attention at all; answer with completely different topics.

(For Elementary School
-leader and some member demonstrate)
Allow 60 seconds

IV. Reverse it so that 2's talk and 1's respond
Allow 60 seconds

V. Discuss how it felt in your dyad: 2 minutes

VI. Now 1's talk and 2's use the best empathy they can.
Allow 60 seconds

VII. Reverse it
Allow 60 seconds

VIII. Discuss it in dyad how this felt compared to previous experience
Allow 2-3 minutes.

IX. Large group discussion of the exercise.

NOTE: Has been used with good results in 5th and 6th grades and with adults. Can be done in approximately 30 minutes. It seems to be a good exercise to demonstrate the effects of attending to what someone says. Can be used as an icebreaker exercise in communication skills and/or relationship training.

TOPICS FOR GROUP DISCUSSION

Suggested Topics for Class Discussions

If you were given a million dollars what would you do with it?

How can you tell if something is bothering someone?

If you were incurably ill, would you want the doctor to tell you or your parents?

If you could have a special talent or ability and could be exceptional, what talent or ability would you choose and why?

If you were on a deserted island and could make three wishes what would they be?

What are some special rules one must follow in doing a group project such as a mural?

What do you fear? real and imagined---

How do you know when you're grown-up? What are the signs?

What does self-confidence mean to you? How do you gain self-confidence?

How could you help someone else gain self-confidence?

If the world stopped moving and it was always day (or night) - what would you do? What would it be like?

Happiness is.... List three things.

Sadness is.... List three things.

If you had one wish that you know would come true-what would you wish?

What are friends? How do we make friends? What makes you feel lonely? How do you feel when you are lonely?

Strangers

If you were to take a trip to the new Disney Island in Florida and you could pick someone to come with you, who would you like it to be?

If you could change one thing in your (home) (school) what would you change and why?

If you were or had an identical twin, what things would you like or not like about it? Look alikes. One man convicted and jailed.

What is addition? Does your mother use it? When? Who else do you know that uses addition? Is it important to know addition?

What is it like to be happy?

TOPICS FOR GROUP DISCUSSION

Attitude-what is attitude? How does attitude apply to you as a student? What kind of an attitude do you have toward school, parents, etc.? Can your attitude change.

Responsibility-what is responsibility? How much responsibility should a 6th or 5th grader etc. be able to handle? What kind of responsibility should a 5th, 6th, etc., student have?

What do your parents do that you will do differently when you are a parent? There is a Harper and Row book called <u>When I Have a Little Girl</u> that is a good starter.

Is the youngest child in the family always favored?

The size of the world:
various comparisons and relations to self, to insect, to universe.

What place in your house do you like most? (Open to anything or place - cookie jars to closets) Why? How do you feel then? Are you freely allowed to use that (thing or) place?

If you were exposed to extreme cold, what things would you think of that might bring you comfort?

If you had an evening to spend alone at home, how would you entertain yourself?

Let's pretend that a black cloud settled over the earth. All we can see is the things from the ground to our knees. How would your life change? How would you get around?

What is your favorite T.V. program and why do you like it? How do you settle arguments over T.V. programs at your house? What can we learn about people from what we've said so far? How are people different from each other?

What do you think of working mothers? Does your mother work? How do you feel about it?

Being a twin-advantages and disadvantages-would you like to be one?

Why I want to grow up and be an adult?

What do you do when you have a problem or when you get into trouble? How do you solve the problem?

How would you get acquainted on the 1st day in a new school?

How would you turn a dollar into a million?

What business would you most like to be in?

TOPICS FOR GROUP DISCUSSION

What do you know about _____(this subject - math, reading, etc.)?

What are you learning in _____(subject) now?

Compare two subjects. Which one is more important? Example Math and Art.

Why is this subject or topics important? Example addition, money, etc., or is it or isn't and why important?

What is something you do well?

If you knew that the earth would be destroyed tomorrow what would you do in the time remaining between now and then?

Dreams

Ghosts - Are there such things?

What do you like to do in school?

How do you make friends?

What are you afraid of?

What do you like best?

What do you dislike?

How are people alike/different?

What is your dream job - what would you like to do when an adult - anything is possible?

Why do we have rules?

When do you like to be alone?

What can a person do to be more likeable?

If you were the parents - what kind of discipline would you use on your children? Have specific situations.

Swiss Family Robinson - St. Louis Style

If you liked someone, how could you let him know it? Begin with story of silent father and son who didn't know for sure.

Auto accidents - What causes?

Polution - different kinds

TOPICS FOR GROUP DISCUSSION

If you were the principal and had supreme authority to change the school for the better, how would you change it?

What chores do you have at home on a regular basis?

What do you own that you are proud of?

If you could be someone else in history, movies, novels, etc., who would it by and why?

What would you do if you had supreme authority to change the world for the better?

What is beautiful to you?

What did you have for breakfast this morning?

There were many robberies in Mr. Jones neighborhood, and for self protection he bought a rifle. One night he heard noises downstairs and found two thieves carrying away his television set. If you were Mr. Jones, what would you do?

If you were a newly married couple and moved into a new home what whould be your first major furniture or appliance purchase. (The home was already furnished with bathroom and bedroom pieces.)

TOPICS FOR GROUP DISCUSSION

Why do people smoke?

Why do people steal?

Why do people fight - what causes wars?

What is opinion - fact?

Where are you from?

Where would you like to visit - why?

Where would you prefer to live? Why?

Favorite Holiday - why?

What do you like about Christmas?

Look Alikes - problems

Chores or jobs expected of you on regular basis.

What are goals and why do people need them?

What is faith and why do people need faith?

What is the difference between work and play?

Why is stealing wrong?

What is meant by the phrase---freedom of the press?

What's your biggest problem at school?

If you were the parent what kind of discipline would you use on your child?

What do you think of spankings?

What do you usually do when you get home from school?

When do you like to be alone?

The kind of music most enjoyed?

TOPICS FOR GROUP DISCUSSION

This exercise was used at Grade Levels 1, 2 and 3. It was suggested to the counselor by the students that we talk about friends. The counselor suggested 2 ways of looking at friends: What traits do they have; what kinds of things do they do?

Purpose: To develop casual thinking; to encourage discussion about an everyday topic - make them more aware of what happens around them; to capitalize on their interests to help establish rapport and yet still be to the topic of learning about people.

An exercise to focus on friends:

- list traits of friends

  - like a good neighbor
  - he/she is fun to be with
  - he/she can help with your work
  - he/she is nice, fun
  - he/she is interested in what I have to say
  - fun to talk with
  - someone who likes me a whole bunch

- what do they do?

  - plays a game with me
  - goes with me where I want to go
  - helps me with my work
  - helps me have more friends
  - helps me learn to do new things
  - talks with me so I can hear but not hollering
  - doesn't get mad at me when I do something wrong to her.
  - sitting close together
  - have hands around each other
  - just talking

SELF-CONCEPT

Introduction

The material in this section is organized into categories for ease of use. The reader may disagree with the category choice. If so simply place the material where it seems most appropriate. Specific uses of the activities as to process and technique are limited only to your imagination.

The categories are:

1. How I See Myself
2. How Others See Me
3. Values

SELF CONCEPT (How I See Myself)

An experience of "I am someone special"
(bolstering self confidence and worth) pp. 61-63

- A polaroid picture of each kid taken in a pose decided on by the child himself.
- children spend time sharing and discussing their pictures.
- children decided to put pictures in a booklet and to write essays or poems on subject "I am special".
- finished booklet shown and read with pride to school and neighborhood.
- developed in answer to their questions in a classroom where children (5th grade) thought of themselves as failures.
- What do these students know about themselves? Is their knowledge accurate?
- If not, is that blocking their development? What do they need to know instead?
- How can inaccurate knowledge be changed to this needed knowledge?
- it lacked a specific design to develop basic skills (esp. writing)
- also lacked organizing idea so that this fit into an overall plan.

An experience: Who are you and why are you special? pp. 67-71

- read book: Bradfield, J., & Bradfield, R. Who are you? Racine, Wisconsin: Whitman, pg. 66.
- engage in discussion related to physical characteristics, important things to you, things and people you like.
- draw self-portrait showing how you're different from everyone else in 1 way
- show something special about yourself.
- add explanatory comments
- photograph each child: put photo and portrait in folder for each child
- awareness of feelings by discussing what makes us happy.
  - draw picture and write sentence about somethings that make us happy.
  - put in folder,
- show folders to important others.

*taken from: Weinstein G., & Fantiri, M.D. (Eds.) Toward Humanistic Education: A curriculum of affect. N.Y.: Praeger Publishers, 1970.

SELF CONCEPT (How I See Myself)

HOW DO YOU FEEL ABOUT...?

	Just Great	Pretty Good	Fair	Not So Good	Don't Care
1. Your close friend (s)	____	____	____	____	____
2. Other boys and girls	____	____	____	____	____
3. Your mother	____	____	____	____	____
4. The teacher in this class	____	____	____	____	____
5. Your father	____	____	____	____	____
6. Yourself	____	____	____	____	____
7. Life in this class	____	____	____	____	____
8. Life at home	____	____	____	____	____
9. Doing things with playmates after school	____	____	____	____	____
10. Doing things alone	____	____	____	____	____

It may not be appropriate to use all 10 areas for a discussion topic. You may wish to focus on those you see as needing attention or on those the group seems to "cluster in".

Handbook For Group Guidance, compiled by Margaret Stall and Lawrence Dogen, Area VII Media Production Center, 501 Jefferson Street, Waterloo, Iowa

SELF CONCEPT (How I See Myself)

HOW DO YOU FEEL?

	All the time	Sometimes	Never
1. I like to take part in class activities	____	____	____
2. I ask the teacher for help whenever I need it.	____	____	____
3. I help other pupils with their schoolwork except during tests.	____	____	____
4. Schoolwork is more often fun than not.	____	____	____
5. Our teacher really understands how we feel.	____	____	____

This may also be used for a tool in individual sessions, if a student who has completed this in a group setting desires to see you on an individual basis.

Handbook for Group Guidance, Compiled by Margaret Stall and Lawrence Rosen, Area VII Media Production Center, 501 Jefferson Street, Waterloo, Iowa

HOW DO YOU FEEL WHEN ..... (CIRCLE YOUR ANSWER)

Getting ready to go to school in the morning.	Happy	Proud	Pleased	Excited
	Sad	Ashamed	Afraid	Nervous
Being asked by his teacher to help her collect the papers in class	Excited	Calm	Proud	Good
	Nervous	Angry	Ashamed	Bad
Waiting to be chosen on a team at recess time.	Happy	Proud	Pleased	Excited
	Sad	Ashamed	Afraid	Nervous
Going to the board to work on an arithmetic problem	Excited	Pleased	Calm	Good
	Ashamed	Afraid	Angry	Bad
Having his mother visit his class	Happy	Proud	Pleased	Calm
	Sad	Shy	Afraid	Nervous
Hearing his name called out by his teacher in class.	Excited	Pleased	Proud	Good
	Nervous	Afraid	Ashamed	Bad
Working on his school homework in his room at home	Happy	Calm	Pleased	Excited
	Sad	Angry	Afraid	Nervous

Being reminded to do a good job of washing his face and brushing his teeth.	Proud	Pleased	Calm	Good
	Ashamed	Afraid	Angry	Sad
Having his father sit and watch him build or repair something.	Happy	Proud	Excited	Pleased
	Sad	Ashamed	Nervous	Afraid
Hearing that some company is coming to the house, with children that he has never seen.	Pleased	Excited	Calm	Good
	Afraid	Nervous	Ashamed	Bad
Being told by his father and mother, "We know that you can do much better."	Happy	Proud	Calm	Pleased
	Sad	Ashamed	Angry	Nervous

SELF CONCEPT (How I See Myself)

R-RARELY S-SOMETIMES F-FREQUENTLY G-GENERALLY A-ALMOST ALWAYS

1. I feel that teachers do not understand the student's problems.
2. My dislike for a certain teacher causes me to neglect my school work.
3. I feel that I would study harder if I were given more freedom to choose courses that I like.
4. Whether I like a course or not, I still work hard to make a good grade.
5. When my assigned homework is extra long or unusually difficult, I become discouraged and either quit in disgust or skip hurriedly through the assignment, studying only the easier parts of the lesson.
6. In preparing reports, themes, term paprers, etc., I make certain that I clearly understand what is wanted before I begin work.
7. Difficulty in expressing myself in writing slows me down on reports, themes, examinations, and other work to be turned in.
8. My teachers criticize my written reports as being hastily written or poorly organized.
9. I feel that teachers allow their personal like or dislike for a student to influence their grading unduly.
10. I lose interest in my studies after the first few days or weeks.
11. I memorize grammatical rules, difinitions of technical terms, formulas, etc., without really understanding them.
12. I give special attention to neatness on themes, reports, and other work to be turned in.
13. I take it easy and let my assignments collect for the first two or three weeks of a new semester.
14. I hesitate to ask the teacher for further explanation of an assignment that is not clear to me.
15. Lack of interest in my school work makes it difficult for me to keep my attention focused on assigned reading.
16. Unless I really like a course, I believe in doing only enough to get a passing grade.
17. I get nervous and confused when taking an examination and fail to answer questions to the best of my ability.

SELF CONCEPT (How I See Myself)

18. I have trouble with the mechanics of English composition.

19. When I get behind in my school work for some unavoidable reason, I make up back assignments without prompting from the teacher.

20. I feel confused and undecided as to what my goal in life should be.

21. Some of my courses are so uninteresting that I have to "force" myself to do the assignments.

22. When I am under pressure, my work is inferior in quality.

23. Daydreaming about dates, future plans, etc., distracts my attention from my lesson while I am studying.

24. I believe that having a good time and getting one's full share of fun out of life is just as important as studying.

25. Even though an assignment is dull and boring, I stick to it until it is completed.

26. In taking reading notes, I tend to take down material which later turns out to be unimportant.

27. In taking class notes, I try to copy down the teacher's exact words as closely as possible.

28. I keep all the notes for each subject together, carefully arranging them in some logical order.

29. When I am having difficulty with my school work, I try to talk over the trouble with the teacher.

30. I feel that my grades are a fairly accurate reflection of my ability.

31. I feel that it is not worth the time, money, and effort one must expend to get a college education.

32. Difficulty in assembling ideas with order and clearness within a brief amount of time results in my doing poorly on examinations.

33. Some of my classes are so boring that I spend the class period drawing pictures, writing letters, or daydreaming instead of listening to the teacher.

34. I lay aside returned examinations, reports, and homework assignments without bothering to correct errors noted by the instructor.

35. I keep my place of study business-like and cleared of unnecessary or distracting items such as pictures, letters, mementos, etc.

36. Telephone calls, people coming in and out of my room, "bull-sessions" with my roommate, etc., interrup me while I am trying to study.

37. It takes a long time for me to get warmed up to the task of studying.

SELF CONCEPT (How I See Myself)

This can be used as an introductory lesson for a unit on self-concept.

Define Self-concept. Draw stick figure of "Mr. Happy Self-Concept" and "Mr. Sad Self-Concept" on board. List all those things that cause us to feel bad about ourself, on one side of "Mr. Sad Self-Concept" (ridicule, teasing, criticism, etc.), then list the behaviors that we would have on the other side of "Mr. Sad Self-Concept" (exp: crying, hate feelings, frowning, retaliation, etc.). Then, do the same for "Mr. Happy Self-Concept" (i.e. causes→outcomes). In both cases, explain that "if all of the cuases happen day after day after day, what behaviors would we have. As a conclusion, ask what generalizations we can make. (i.e. they usually can list more for "Mr. Sad Self-Concept"; so what does this mean?

SELF CONCEPT (How I See Myself)

GROUP ACTIVITY

This is a very good activity in getting the students to become aware of themselves. However, it will take a few weeks to complete.

"Me, Myself and I" Booklets - Talk about how can we get to know ourselves better - write stories, fill out questionnaires, interview family or friends, bring in pictures, etc. List topics that we could write about (It's helpful after having done this in one class, to ditto off their list, then add to it in other classrooms so the students can keep a permanent copy of the topics.) Let them choose 10 of the topics to write about. Put in a booklet form. Let them make their cover. They can share in sets of 2's or 3's or the booklets can be displayed in the classroom for all to see. Also, it's helpful to divide the group in half, letting the teacher take 1 group and the counselor the other. Purpose is to discuss some of the things they wrote about so that there is an intereaction among the students headed by teacher and counselor. This is a great opportunity for both adults to get to know the students. The counselor also should reveal things about himself/herself and let them ask questions about their lives.

SELF CONCEPT (How I See Myself)

Informal Projective Test*

Date_____ Grade_____ Name_____

Directions: Complete the following sentences to express how you really feel. There are no right answers or wrong answers. Put down what first comes into your mind. Work as quickly as you can.

1. Today I feel

2. When I have to read I

3. I get angry when

4. To be grown up

5. My idea of a good time

6. I wish my parents knew

7. School is

8. I can't understand why

9. I feel bad when

10. I wish teachers

11. I wish my mother

12. Going to college

13. To me, books

14. People think I

15. I like to read about

*Strang, Ruth, Diagnostic Teaching of Reading. New York.

16. On weekends, I

17. I don't know how

18. To me, homework

19. I hope I'll never

20. I wish people wouldn't

21. When I finish High School

22. I'm afraid

23. Comic books

24. When I take my report card home

25. I am at my best when

26. Most brothers and sisters

27. I'd rather read than

28. When I read math

29. The future looks

30. I feel proud

31. I wish my father

32. I like to read when

33. I would like to be

34. For me, studying

35. I often worry about

36. I wish I could

37. Reading science

38. I look forward to

39. I wish someone would help me to

40. I'd read more if

41. Special help in reading would

42. Every single word is

43. My eyes

44. The last book I read

45. My mother helps

46. Reading in school

47. My father thinks reading

48. I read better than

49. My father helps

50. I would like to read better than

SELF CONCEPT (How I See Myself)

TOPICS ON SELF CONCEPT

1. What am I like?

2. What do others think I'm like?

3. What I think I may be like in the future.

4. What I like about myself.

5. What others like about me.

6. What I would like to change about myself.

7. What others would like me to change about myself.

Three Wishes

Why Some people are left handed (tall, short, red haired, freckled, etc.).

SELF-CONCEPT SCALE (How I See Myself)

NAME_____ SCHOOL_____ DATE_____

	Not at All	Not Very Often	Some of the time	Most of the time	All of the tim
1. I am friendly					
2. I am happy					
3. I am kind					
4. I am brave					
5. I am honest					
6. I am likeable					
7. I am trusted					
8. I am good					
9. I am proud					
10. I am lazy					
11. I am loyal					
12. I am cooperative					
13. I am cheerful					
14. I am thoughtful					
15. I am popular					
16. I am courteous					
17. I am jealous					
18. I am obedient					
19. I am polite					
20. I am bashful					
21. I am clean					
22. I am helpful					

Name:_____ Grade:_____ Sex:_____ Age:_____

School:_____ Elementary Form

HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

1.	Nothing gets me too mad	1	2	3	4	5	I get mad easily and explode
2.	I don't stay with things and finish them	1	2	3	4	5	I stay with something till I finish
3.	I'm very good at drawing	1	2	3	4	5	I'm not much good in drawing
4.	I don't like to work on committees, projects	1	2	3	4	5	I like to work with others
5.	I wish I were smaller (taller)	1	2	3	4	5	I'm just the right height
6.	I worry a lot	1	2	3	4	5	I don't worry much
7.	I wish I could do something with my hair	1	2	3	4	5	My hair is nice-looking
8.	Teachers like me	1	2	3	4	5	Teachers don't like me
9.	I've lots of energy	1	2	3	4	5	I haven't much energy
10.	I don't play games very well	1	2	3	4	5	I play games very well
11.	I'm just the right weight	1	2	3	4	5	I wish I were heavier, lighter
12.	The girls don't like me, leave me out	1	2	3	4	5	The girls like me a lot, choose me
13.	I'm very good at speaking before a group	1	2	3	4	5	I'm not much good at speaking before a group
14.	My face is pretty (good looking)	1	2	3	4	5	I wish I were prettier (good looking)
15.	I'm very good in music	1	2	3	4	5	I'm not much good in music

Elementary Form — HOW I SEE MYSELF — Page 2

16.	I get along well with teachers	1	2	3	4	5	I don't get along with teachers
17.	I don't like teachers	1	2	3	4	5	I like teachers very much
18.	I don't feel at ease, comfortable inside	1	2	3	4	5	I feel very at ease, comfortable inside
19.	I don't like to try new things	1	2	3	4	5	I like to try new things
20.	I have trouble controlling my feelings	1	2	3	4	5	I can handle my feelings
21.	I do well in school work	1	2	3	4	5	I don't do well in school
22.	I want the boys to like me	1	2	3	4	5	I don't want the boys to like me
23.	I don't like the way I look	1	2	3	4	5	I like the way I look
24.	I don't want the girls to like me	1	2	3	4	5	I want the girls to like me
25.	I'm very healthy	1	2	3	4	5	I get sick a lot
26.	I don't dance well	1	2	3	4	5	I'm a very good dancer
27.	I write well	1	2	3	4	5	I don't write well
28.	I like to work alone	1	2	3	4	5	I don't like to work alone
29.	I use my time well	1	2	3	4	5	I don't know how to plan my time
30.	I'm not much good at making things with my hands	1	2	3	4	5	I'm very good at making things with my hands
31.	I wish I could do something about my skin	1	2	3	4	5	My skin is nice-looking
32.	School isn't interesting to me	1	2	3	4	5	School is very interesting
33.	I don't do arithmetic well	1	2	3	4	5	I'm real good in arithmetic
34.	I'm not as smart as the others	1	2	3	4	5	I'm smarter than most of the others

Elementary Form HOW I SEE MYSELF Page 3

35.	The boys like me a lot, choose me	1	2	3	4	5	The boys don't like me, leave me out
36.	My clothes are not as I'd like	1	2	3	4	5	My clothes are nice
37.	I like school	1	2	3	4	5	I don't like school
38.	I wish I were built like the others	1	2	3	4	5	I'm happy with the way I am
39.	I don't read well	1	2	3	4	5	I read very well
40.	I don't learn new things easily	1	2	3	4	5	I learn new things easily

For limited normative data in scoring and interpretation write to the

Institute for Development of Human Resources,
University of Florida,
Gainsville, Florida 32601

SELF CONCEPT (How I See Myself)

WHO AM I?

Always 1	Sometimes 2	Neutral 3	Sometimes 4	Always 5	
Work alone		1 2 3 4 5			Work with others
Worry about grades		1 2 3 4 5			Do not worry about grades
Read a lot		1 2 3 4 5			Don't read much
Interested in many things		1 2 3 4 5			Few interests
Am a leader		1 2 3 4 5			Am a follower
Dependable		1 2 3 4 5			Not dependable
Keep my promises		1 2 3 4 5			Don't keep my promises
Unselfish		1 2 3 4 5			Selfish
Adventurous		1 2 3 4 5			Dislike trying new things
Get things done fast		1 2 3 4 5			Never get things done
Lose temper easily		1 2 3 4 5			Hardly ever lose temper
Stay at home most of the time		1 2 3 4 5			Go out quite a bit
Think of others		1 2 3 4 5			Think mostly of myself
Like people		1 2 3 4 5			Rather be alone
Like to talk		1 2 3 4 5			Prefer to listen
Make friends easily		1 2 3 4 5			Hard to make friends
Like the way I look		1 2 3 4 5			Do not like the way I look
Have many friends		1 2 3 4 5			Have few friends
Have good habits		1 2 3 4 5			Have bad habits
Always fighting		1 2 3 4 5			Never fighting
Rather be with a group		1 2 3 4 5			Rather be alone

Handbook For Group Guidance, Compiled by Margaret Stall and Lawrence Rosen, Area VII Media Production Center, 501 Jefferson St., Waterloo, Iowa

SELF CONCEPT (How I See Myself)

IDENTITY AUCTION

For all its fun and excitement, this game has a serious purpose-to demonstrate that we are largely what we choose to be

NOTE: This lesson in the behavioral sciences-"The Identity Auction"-is designed to show students that they actually choose between alternatives in their life styles. Hopefully, they will finish the session knowing that if an individual chooses to feel or act in a certain way, he will have to be willing to pay the price for his choice; also, that all of us tend to budget our time and energy throughout our lifetime without noticing that we are doing it.

"The Identity Auction" can be used with students from the fourth grade up-it's great with adults, too! The meaning that the players make of what they observe in the game depends on their age and sophistication. But everyone has fun and learns a little more about himself.

Just as with the other behavioral sciences games, most of the learning goes on after the game is over, when the youngsters talk about what they felt and observed during the auction and try to make meaning of it. There are no right answers-rather, only ideas that may or may not pop up as a result of their joint investigations.

Try "The Identity Auction" in your classroom. But be warned: Things may get noisy during the auction phase...and the auction will keep you hopping. It's worth putting up with the extra noise and extra physical effort, though.

Time required: One or two hours (more, if possible). Allow at least 30 minutes for discussion after the auction. This is the most important part of the lesson.

Materials: Pencils, paper and copies of the "Identify Auction List"

DIRECTIONS

1. You'll need an auctioneer. If there is an auctioneer-type on the school faculty, sign him or her up. If you're lucky, you may get a positive response when calling for a volunteer in the teacher's room. Principals are often wonderful auctioneers. Sometimes one of your students will fill the bill. He or she needs a quick patter and style. If a student volunteers, chances are he'll be good at the job. If you can't find anyone else, then you are "it."

* Long, B. E. "Identity Auction". The Grade Teacher, Nov. 71, pp. 56-58, 78.

2. The auctioneer should follow these rules: Talk fast; allow little time for students to cogitate over decisions; be firm and cold-blooded. The students will soon catch on to the panicky rhythm and stampede towards the bidding. The classroom usually gets very noisy, so be sure you are in a setting where the auction won't disturb others in the building.

3. If you are the auctioneer, enlist the aid of a volunteer helper. You will find that observing and possibly keeping a record of who bought what for how much is a full-time job; and if you're the auctioneer you can't do both jobs. The record-keeping isn't necessary, just interesting. Enforcing the subtraction in their "checkbooks" or account (see Rule 5, page 58) is necessary, however.

4. The long list of items to be auctioned off is shown at right. Duplicate enough copies so that each child (and you) gets one. The list contains more items than you'll need. That's okay, because you'll probably find no interest in some of them. If that happens, forget them. Nothing is sacred. Take nominations from the floor for the items to be auctioned off. Don't forget the "open" items at the end of the list (Items 88 on). Feel free to add some of your own. The children might like to add some or make up their own list entirely. (This latter option, however, usually doesn't work out until the second time around.)

5. Have the children sit in a circle if possible. If not, improvise the most conducive seating arrangement possible.

THE RULES

Before starting the auction, read these rules:

1. This is going to be an auction. I'm going to give each of you a list of things you can buy, and I will auction them off. You can bid against each other for whatever item or items you want. You will each have $2,000 (or whatever amount you select) to spend. (Allow a few moments for squeals and uproar.)

2. The person on your right is your parent, and the person on your left is your child. If you want to bid on something, you must have your parent's permission (that is, the person on your right) before you can bid. If your parents says you can't have it, you can still bid on it, but if you get it, you msut pay double whatever your winning bid was.

3. If you bid and don't have enough money in your account to pay for it, the item goes to the next highest bidder.

4. If you bid and forget to ask for your parent's permission, then you still have to receive permission or pay double. You cannot back out if you have made the highest bid, so be sure you want what you bid on.

5. You must keep your own accounts on your paper, which is your bankbook or checkbook. Be sure to subtract the amount you spend on each item or you might go broke sooner than you want to.

6. No borrowing allowed.

THE AUCTION

Distribute the lists and tell the students: Start reading the list now and decide what you want to bid on. Remember the highest bid gets the item. And remember that you must ask your parent's permission.

Allow time for them to read the list. Then ask: Does anyone have an item he wants auctioned? You'll probably get several nominations. List the numbers of the items on the chalkboard or keep track of them in some other manner. Now proceed with the auction.

DISCUSSION QUESTIONS

"The Identity Auction" usually proves to be uproarious. The reason for the game is often completely lost until a certain amount of quiet returns to the classroom. Try to arrange the auction during the day so that there is at least a half-hour left for discussion. An additional class period helps. It allows children to settle down... and it's easier on the teacher. This additional period should follow soon after the auction-the same day, if possible, or the next.

1. Why do you suppose we did this? (You can never tell, you might get some answers.) If no one responds, continue with the questions. Avoid giving them an answer. Be tough with yourself. Remember: You want the answers to come from them.

2. Would you like to read off what you bought? (This is optional and takes much time.) A resounding yes is the usual answer. Let them read, in turn, and giggle; or you can read off the lists and let the youngsters guess who purchased what.

3. Does what you bought make sense? Would you really like that, Janie (or Susie, or Tommy)? Ask a healthy, outgoing, devil-may-care child. He'll feel safe in discussing it. Usually, at least one child-most often a girl-did buy something not wanted. (Why? Don't know.

Cultural role?) Did you act differently because it was an auction? Of course they did. How? What's different about an auction? You can bring in the auction syndrome, where one buys what one really doesn't want. Hark back to social facilitation and group pressure. Everything is easier in a group and we often are pulled along by the "everybody's-doing-it? reasoning. (A later unit in this series will cover group process.)

4. What does this have to do with real life? If you are lucky, someone will point out that there are many alternatives of choice in life, and as we go along, we almost deliberately choose our personality characteristics, our opinions, our occupations, etc., to suit an inner picture of the way we are or think we are or hope to be. If nobody says this, never mind. Go on:

5. What determines how you choose these things? If they-and you-are not exhausted by now, they may talk about how their values are set by society and particularly their family, in addition to their own experience as they go along. If not, let it ride for the time being. Did you notice the way it is in real life? When you are grown up, I suppose you could go out and do anything, but why would you have to pay double? Would it always be money? What would it be if not money? Bucking parents or authority can be done, but it is costly in all kinds of ways-effort, grief, etc. Sometimes the price is too high for some of the things you'd like to do or have, How can the price be too high if you're not using money? We say, "It's not worth it (worth the trouble, worth the effort)" or "It's worth your life" or "I gave it everying I had,"etc. And, we don't choose to "pay the price"-whatever it is.

6. You didn't bid on everything, did you? Why not? Of course they didn't. Not everybody is alike.

7. Did you notice you couldn't get everything you wanted? Some items were too expensive; you had spent all your money; too many people wanted it,etc. We actually ration ourselves as to desires, opinions and so on. Usually the first few items in the auction go cheaply; then the prices rise and there is intense competition. Help them say that we invest ourselves in that which suits us and we value one idea or object more than another, depending on our personality or set.

8. Do you choose your personality? Do you "buy" parts of yourself? How? Does anyone else do the choosing? People take on different training or educational experiences, and not always education that comes from school, either. They also pay in time. Sometimes the culture determines how they are set (the East Indian caste system, for example. Or our own caste system: Junior goes to Harvard because Dad went there, or he joins the union along with Dad; boys don't cry; girls must not be aggressive, etc.). Do they "buy" some of their behavior by giving up other possibilities?

9. Is there a set of rules? Who makes the rules? Now look what you've started: In a way, this is a repeat of Question 5, but they've been around the full circle in their discussion, and should come out with some sophisticated comments by now.

FOLLOWUP

1. Have the class, or a committee from the class, develop a list of things they would like to have in an auction. This can be particularly successful after they have tried the original game once to get acquainted with how it works.

2. As the children become experienced with the game, watch for something very unusual to happen: They will use their bidding in a remarkable way. They begin to bid as if they are arguing about the various statements on the list, about which ones are more valid or important. (Examples: One child challenged another to "put your money where your mouth is!" Another child commented that the ultimate value rested on who had some money left and was willing to bid it. This led to a heated discussion of values versus economics that led in turn to a great number of new ideas.)

3. I have additional auction lists suitable for PTA groups. Parents think this is a marvelous "parlor game," and it helps to acquaint them with their children's behavioral science curriculum.

FINAL COMMENTS

This is actually a game with a rather vague outcome. The ideal result of the "Identity Auction" is the realization that we become much of what we are by a series of choices in terms of what we think of ourselves, what we hope others will think of us and all the permutations of these ideas.

If the children do not come up with this package of concepts, they will at least have absorbed some of the general reasoning involved, and it may simmer along unconsciously for years before they are consiously aware of what was attempted.

Try very hard not to preach. Let the children figure it out; and if they don't, leave the questions hanging for a later date.

Identity seems to be the big thing that young people like to think about...and talk about and talk about. Much of their energy is really devoted not only to discovering their own "selves," but also deciding how they would like to shape and direct these "selves."

The latitude of choice for these decisions is very wide in the ideal society, and is progressively narrower for more rigid societies,

as well as for more circumscribed personal conditions. The deprived child has less chance to choose than the child who is given everything this world has to offer, even in an open society. However, choosing between alternatives requires that some things must not be chosen. Also implicit is the idea that chosen alternatives must be bought by time and energy, as well as by a concentration of interest.

If your students learn this, they will be well ahead on their way to growing up.

Read aloud? Yes____ No____

Name: _____

IDENTITY AUCTION LIST

1. I wish I could join the Peace Corps. (Price paid: _____)
2. I've got to get away from home. (Price paid: _____)
3. I like puppies. (Price paid: _____)
4. I wish I could have a motorcycle. (Price paid: _____)
5. I just want to go to college. It's the only way to make it. (Price paid: _____)
6. I want to stay near home among the people I belong with. (Price paid: _____)
7. I am a quiet person. (Price paid: _____)
8. My father is the greatest man in the world. (Price paid: _____)
9. I need to be with people all the time. I like them. (Price paid: _____)
10. I like crazy clothes. (Price paid: _____)
11. I wish I could quit school and get a job. (Price paid: _____)
12. Nobody appreciates me. (Price paid: _____)
13. My mother loves me. (Price paid: _____)
14. Leave me alone! (Price paid: _____)
15. The almighty buck is all that really counts. I guess I'll get some. (Price paid: _____)
16. I just want to get married and live a normal life. (Price paid: _____
17. I love working with children. (Price paid: _____)
18. Reading is dumb. (Price paid: _____)
19. School is dumb. (Price paid: _____)
20. I like touching the people I love. (Price paid: _____)

21. I think I'll be a teacher. (Price paid: _____)

22. I want a big family. (Price paid: _____)

23. I want to travel all over the world. (Price paid: _____)

24. Why do I have to rebel? My life is okay. (Price paid: _____)

25. I like squishing my toes in the mud. (Price paid: _____)

26. I just want to be a mother. (Price paid: _____)

27. Why do I have to get my hair cut? I like it this way. (Price paid: _____)

28. Why can't girls be carpenters? (Price paid: _____)

29. I don't want to get married. (Price paid: _____)

30. I am an original thinker. (Price paid: _____)

31. My parents don't understand me. (Price paid: _____)

32. I want to live my life among my own people in the place I know best. (Price paid: _____)

33. I want to get far away from home. (Price paid: _____)

34. Why are people always bossing me? (Price paid: _____)

35. I want to live my life the way my parents did-they're okay. (Price paid: _____)

36. I'm old enough to be out on my own right now. Why won't they let me? (Price paid: _____)

37. There is nothing quite as nice as having someone take care of you. (Price paid: _____)

38. I want to be a movie star. (Price paid: _____)

39. I hate arithmetic. (Price paid: _____)

40. My sister is a jerk. (Price paid: _____)

41. I love babies. (Price paid: _____)

42. Why do we have to do this? (Price paid: _____)

43. I am very intelligent. (Price paid: _____)
44. My brother is really a monster. (Price paid: _____)
45. I want to be an Air Force pilot. (Price paid: _____)
46. I love everybody. (Price paid: _____)
47. Black is beautiful. (Price paid: _____)
48. I want somebody to scratch my back. (Price paid: _____)
49. I'd walk a mile for a Hershey bar. (Price paid: _____)
50. Teachers are stupid. (Price paid: _____)
51. Why did I have to be a girl? (Price paid: _____)
52. Why do I have to like baseball? (Price paid: _____)
53. Girls have the nicest life. (Price paid: _____)
54. Boys are luckier. (Price paid: _____)
55. I think I'd like to trade in my family. (Price paid: _____)
56. I'm lonesome. (Price paid: _____)
57. Home is where you feel good. (Price paid: _____)
58. Schools have a nice smell. (Price paid: _____)
59. I hate getting up in the morning. (Price paid: _____)
60. Morning is the best time of day. (Price paid: _____)
61. _____ (Price paid: _____)
62. _____ (Price paid: _____)
63. _____ (Price paid: _____)
64. _____ (Price paid: _____)
65. _____ (Price paid: _____)

SELF CONCEPT (How I See Myself)

DISCOVERING CHILDREN'S INTERESTS (QUESTIONNAIRE)

(A suggested form for discovering children's interests to be revised and adpted for local use.)

Check the 5 topics about which you enjoy the most.

__Adventure
__Airplanes
__Animals
__Army and Navy
__Astronomy
__Automobiles and Trucks
__Bible Stories
__Biography
__Boats
__Circus
__City Life
__Cowboys
__Fairy Tales
__Farm Life
__Fishing
__Flowers and Plants
__Foreign
__History
__Hobbies
__Humerous Stories
__Indians
__Inventions
__Insects
__Love Stories
__Lumbering
__Manners
__Moving Pictures
__Music
__Mystery & Detective Stories
__Nature Stories
__Newspaper Reporting
__Oil Industry
__Personality
__Pets
__Pirates
__Poetry
__Radio & Television
__Railroads
__Rocks & Minerals
__School Stories
__Science
__Sea Stories
__Snakes
__Sports
__Tools & Machinery
__Vocations

List other topics about which you like

_____

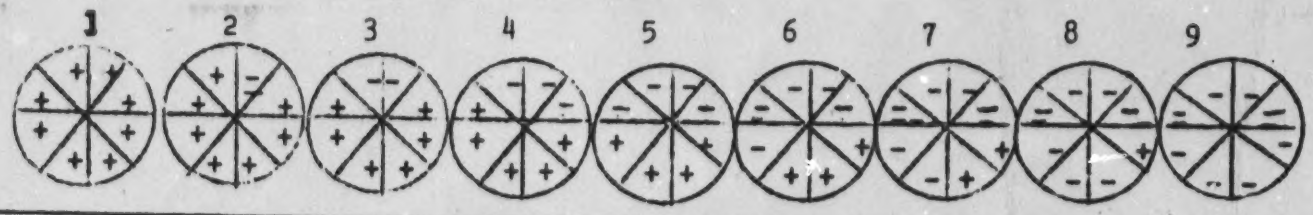
_____

_____

_____

HOW THEY SEE ME

Each one of us as a person is made up of things others like and things which others don't like so much. Below are a number of different circles which stand for different amounts of things people like and don't like about us. Put a check ( ) under the circle which you think each of the persons listed would pick for you. (The pluses (+) stand for things these persons would like about you, the minuses (-) stand for things these persons wouldn't like so much).



1. My closest friend in this class
2. Others in this class
3. The teacher in this class
4. My Mother
5. The principal
6. My Best Friend not in this class
7. My father
8. Myself (where would you put yourself?)
9. Some other important adult
   Who?_____

SELF CONCEPT (How Others See Me)

HOW SATISFIED ARE THEY?

How satisfied do you think these people are with your schoolwork? Put a check in the circle (O) which tells how satisfied you think they are with your schoolwork.

	They are very satisfied	They are pretty well satisfied	They are not too satisfied	They are not satisfied at all
1. My best friend in this class	O	O	O	O
2. Others in this class	O	O	O	O
3. My mother	O	O	O	O
4. My best friend not in this class	O	O	O	O
5. The teacher in this class	O	O	O	O
6. My father	O	O	O	O
7. Myself	O	O	O	O

SELF CONCEPT

VALUES

VALUE RICH AREAS

- -money
- -friendship
- -love & sex
- -religion & morals
- -leisure
- -politics, administrations
- -work
- -family
- -maturity
- -character traits
- -death

To Determine Values

- -what does one choose and how: look at alternatives, consequences, responsibility
- -what does one do: does he adapt; do nothing; persist in unadaptive responses
- -what does he prize; does he feel good about it; can he talk about it.

Dealing With Issues As Integrated Into The Self.

TECHNIQUES TO GET AT VALUES:

Public Interview

Voting Questions:

- -ask a question which everyone can answer with agreement or disagreement, but may not ask anyone why he answers as he does.
- -if strong agreement raise hand high, if disagreement raise hand low.
- -thought cards:
- 1 minute quote: person talks for 1 minute on a topic, but no one can question him on what he says.
- 5 minute quote: same as above only for 5 minutes.

Value Whip ((see script X by Merrill Harmin)

One thing you did recently which made you feel proud
A decision you made when you considered at least 3 alternatives
Something you wanted to do, but have put off doing
One idea that is important to you
Something in this world you'd like to see changed
Time you took a risk and spoke out for something in which you believe
Something you thought of doing but didn't do
One pattern in your life-something you do again and again
Is there something you did that not many people know about that you'd share with us?
Something about yourself you'd like to change

SELF CONCEPT (Values)

A STRATEGY FOR HELPING STUDENTS WITH VALUES:

The Values Whip
By: Dr. Merrill Harmin

There are many things that teachers can do to help students work through the value confusion that surrounds all of us today. I will talk about only one classroom strategy, that which we call the Values Whip.

A good way to understand the values whip and the way that is probably the most fun, is for you to grab a pencil or pen and jot down answers to three questions.

First, jot down one thing that you did recently which made you feel especially proud. I'll pause a moment so you can write.

Second, note a decision that you made when you considered at least three alternatives before reaching your decision.

Finally, identify something that you have wanted to do but you have put off doing.

Now those three questions are three samples of ones we would ask students in a class. We use them in what we call a whip because we start with one student and then go up a row or around a table in such a way that we whip around part of the class, giving each student a chance to answer the question, if he wishes. We call it a values whip because the content of the question reaches the personal values of the student. That is, the question turns the student to thinking about his values.

Let us look at the first question: what you did of which you were proud. Many students live a life in response to pressures. They live lives based on other persons' standards, and have not considered what their standards are. Such persons have little practice in forming their own standards. Asking students once in a while what they did of which they approve--what they find important and meaningful to them--sharpens their own sense of values. That is why we like to encourage students to think about what they are proud.

The second question asks about decisions that contained at least three alternatives. Now that tends to pull students up short--because the fact is that they too seldom have experiences that ask them to search for alternatives before they act. Impulsivity, passivity, and conformity are common; rare is deliberate evaluation of alternatives before acting. By asking this question, we tend to remind students that one can search for alternatives and consider them before acting. The question encourages students to think more deliverately before acting, and thus tends to encourage behavior that is more consistent with values and less responsive to impluses or to peer pressures.

Look at the last question: What have you put off doing? All of us put off doing some things, but some people put off doing many things. Looking at it another way, many people are full of good intentions, good words, but they have not learned how to turn their words into actions. The questions about what you have put off that you intended to do encourages students to close any gap between creeds and deeds.

Now there are many other questions we could use in a values whip. Usually we pick one question and use it for a part of the group. Then another time we use another question for another part of the class. The purpose is to stimulate value thinking and to share ideas among students. We usually do not get the class involved in a general discussion. The main ideas is to stimulate individual thought.

Want to hear some other values whip questions? Here are a few that students have found interesting:

What is one idea that is important to you?

What is something about this world that you would like to see changed?

Name a time when you took a risk and spoke out for something in which you believed.

Tell about something that you thought of doing but did <u>not</u> do.

Name one pattern in your life, something you do time and time again.

Is there a something you did that not many people know about that you would share with us?

Would you like to know of some other classroom strategies for getting students to think about their values, other than the values whip? Drop me a note. Merrill Harmin, Southern Illinois University, Edwardsville, Illinois 62026.

NOTE: It has been used in 5th & 6th grades with some interest and success The children seemed to be hesitant to participate unless a thorough explanation of what would happen has been given to them.

SELF CONCEPT (Values)

ACTIVITIES FOR VALUES CLARIFICATION

The alternative to indoctrination of values is not to do nothing. In this time of the anti-hero, our students need all the help we can give them if they are to make sense of the confusion and conflict inherited from the indoctrinated types. Moreover, we all need help in grappling with the chaos of the international scene, with the polorization of national life-not to mention the right-outside-the door string of purely local dilemmas.

An approach to this problem is to help students learn a process for the clarification of their values, which is a far cryfrom indoctrination. The theory behind it can be found in VALUES AND TEACHING (Louis E. Raths, Merrill Harmin, and Sidney B. Simon, Columbus: Charles E. Merrill, 1966). In the remainder of this article, I will describe some of the strategies we are presently using to help students learn the process of values-clarification and begin lifelong searches for the sets of personal values by which to streer their lives.

FOUR VALUE-CLARIFYING STRATEGIES

AND THEIR USE

Strategy #1--Things I Love to Do--

Ask students (teacher does it with them) to number from 1-20 on a paper. Then suggest they list, as rapidly as they can, 20 things in life which they really, really love to do. Stress that the papers will not be collected and "corrected," and that there is no right answer about what people should like. It should be emphasized that there is no right answer about what people should like. It should be emphasized that in none of values strategies should students be forced to participate. Each has the right to pass. Students may get strangely quiet; and, at first, they may even be baffled by such an unschoollike task as this. Flow with it, and be certain to allow enought time to list what they really love to do. Remember, at no time must the individual's privacy be invaded, and that the right of an individual to pass is sacrosanet.

When everyone has listed his 20 items, the process of coding responses students use:

1. Place the $ sign by any item which costs more than $3 each time you do it.
2. Put an R in front of any item which involves some RISK. The risk might be physical, intellectual, or emotional. (Which things in your own life that are things you love to do require some risk?)
3. Using the code letters F and M, record which of the items on your list that you think your father and mother might have had on their lists if they had been asked to make them at YOUR age.
4. Place either the letter P or the letter A before each item. The "P" to be used for items which you prefer doing with PEOPLE, the "A" for items which you prefer doing ALONE. (Stress again that there is no right answer. It is important to just become aware of which are your preferences.)
5. Place a number 5 in front of any item which you think would not be on your list 5 years from now.
6. Finally, go down through your list and place near each item the date when you did it last.

The discussion which follows this exercise argues more eloquently then almost anything else we can say for values-clarification.

STRATEGY #2 I learned that I.....

This strategy fits in with the one above. After students have listed and coded their 20 items, the teacher might say, "Look at your list as something which tells a lot about you at this time in your life. What did you learn about yourself as you were going through the strategy? Will you please complete one of these sentences and share with us some of the learning you did?

I learned that I.....
I relearned that I.....
I noticed that I.....
I was surprised to see that I...
I was disappointed that I.....
I was pleased that I.....
I realized that I.....

The teacher must be willing to make some "I learned that I.." statements, too. And they must not be platiduinous either. Every effort is made for the values-clarifying strategy teacher to be as honest and as authentice as possible.

"I learned that I..." statements can be used after almost any important value-clarifying strategy. It is a way of getting the student to own the process of the search for values. It should be clear how diametrically opposed, "I learned that I.." statements are from indoctrination, although it is possible to misuse this or any clarification strategy to get kids to give back the party line. On the other hand, using this strategy can begin to build that lifetime search for personal meaning into all of our experiences.

STRATEGY #3-----"I Urge..." Telegrams

The teacher obtains blank Western Union telegram blanks. Or simply has students head a piece of paper with the work Telegram. He then says, "Each of you should think of someone in your real life to whom you would send a telegram which begins with these words: I URGE YOU TO.....Then finish the telegram and we'll hear some of them." A great many values issues come out of this simple strategy. Consider some of these telegrams:

To my sister: "I urge you to get your head together and quit using drugs." Nancy (All telegrams must be signed. It is our affrimation of the need to sign your name and to stand up for what you belive in.)

To my Sunday School teacher: "I urge you to quit thinking that you are the only person to know what God wants." Signed, your student Rodney Phillips.

To my neighbor on the North side: "I urge you to see that we have no other place to play ball and that you not call the Cops so often." Signed, Billy Clark.

One of the things that students working with values-clarification learn to do is to find out what they really want. "I urge telegrams" help do that. Just think of the people in your own lives to whom an "I urge telegram" needs to be sent. The second thing students working with values-clarification learn to do is to find alternative ways of getting what they need and want. Take the case of Billy Clark's neighbor. The clas spent some time brain-storming ways of approaching that neighbor. They alked about how to negotiate with a grouch, and how to try to offer alternatives in your drive to get what you want.

"I urge telegrams" are used several times during the semester. The students keep them on file and after they have done five or six, they are spread out on the desk and "I learned statements" made from the pattern of the messages carried by the telegrams.

Students also learn to use the "I urge you to.."model to get messages across between student and student and between student and teacher.

An assignment I like to use, related to the "I urge telegram" is to have each student get a letter-to-the-editor- published in a magazine or newspaper.

STRATEGY #4-----Personal Coat of Arms

Each student is asked to draw a shield shape in preparation for making a personal coat of arms. The teacher could go into the historical significance of shields and coats of arms, but the exercise

is designed to help us learn more about some of our most strongly held values and to learn the importance of publicly affirming what we believe, that is, literally wearing our values out front on our shields.

The coat of arms shield is divided into six sections (see figure). The teacher makes it clear that words are to be used only in the sixth block. All the others are to contain pictures. He stresses that it is not an art lesson. Only crude stick figures, etc., need be used. Then he tells what is to go in each of the six sections:

1. Draw two pictures. One to represent something you are very good at and one to show something you want to become good at.

2. Make a picture to show one of your values from which you would never budge. This is one about which you feel extremely strong, and which you might never give up.

3. Draw a picture to show a value by which your family lives. Make it one that everyone in your family would probably agree is one of their most important.

4. In this block, imagine that you could achieve anything you wanted, and that whatever you tried to do would be a success. What would you strive to do?

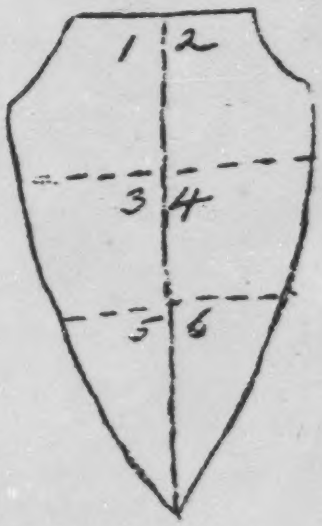
5. Use this block to show one of the values you wished all men would believe, and certainly one in which you believe very deeply.

6. In the last block, you can use words. Use four words which you would like people to say about you behind your back.

A PERSONAL COAT OF ARMS

The teacher can do several different things at this point. He can have the students share among themselves in little trios or quarters. He can also get the pictures hung up on the walls and get people to take each other on gallery tours to share the coats of arms. A game could be played which would involve trying to guess what the pictures represented. The class might try to make a group coat of arms to represent their living together in that classroom. In any case, the value expression clicited in this nonverbal way are very exciting and lead to discussions which range far and wide. Incidentally, this strategy is a good one to use with parents to illustrate to them the power of the values-clarification nethodology. It makes a meaningful exercise for an evening PTA meeting.

The Coat of Arms strategy illustrates quite well some things common to all of the values-clarification strategies. The teacher sets up an interesting way of eliciting some value responses. He establishes that there is no right answer. The strategy is open-ended and allows students to take the exploration to whatever level they want to take it. Finally, there is a chance to share with each other some of the alternatives that emerge from our searching. This whole process allows each student to focus on areas where he has some work yet to do in order to keep growing. The Coat of Arms can be done several times during the school year and the various shields compared and seen as measures of a student's search.



CONCLUSION

The five strategies used as illustrations of what values-clarification is must raise some serious questions in the minds of readers who have more conventional views of what social studeis would be. For one thing, I have used no standard subject-matter content: there is no history, no geography, etc. Yet, if one thinks through what the outcomes of a course will be making use of the five strategies, he will see the student emerging with a deeper sense of who he is, what he wants, what is precious, and what is of most worth in his and others' lives. Has the social studies ever done more than that?

PUPIL ATTITUDE TOWARD CLASS
(Survey)

This section of classroom activities can strengthen the students ability to perceive others and how they are feeling. The results may be used as a springboard for group discussions.

HOW THIS CLASS THINKS

School classes are quite different from one another in how pupils think and feel about school work, about one another, and about teachers. How do you think this class (your classmates) feel about the following things? Circle one of the numbers under How Many Think This Way? for each of the seven statements below.

HOW MANY THINK THIS WAY?

	Almost everyone in the class thinks this	Many pupils in the class think this	About half in the class think this	Some pupils in the class think this	Only a few in the class think this
1. It is good to take part as much as possible in classroom work	1	2	3	4	5
2. Asking the teacher for help is a good thing to do	1	2	3	4	5
3. It is good to help other pupils with their schoolwork(not including tests)	1	2	3	4	5
4. Schoolwork is more often fun than it is not fun	1	2	3	4	5
5. The teacher really understands how pupils feel	1	2	3	4	5
6. If you work very hard others in this class will not like it	1	2	3	4	5
7. The teacher expects pupils to put too much time on schoolwork	1	2	3	4	5

HOW DO YOU THINK YOUR TEACHER FEELS?

Circle the number which tells how you think your teacher feels about each of the seven statements below:

	She would agree almost always	She would agree more than disagree	She would agree as often as disagree	She would disagree more than agree	She would disagree almost always
1. It is good to take part as much as possible in classroom work	1	2	3	4	5
2. Asking the teacher for help is a good thing to do	1	2	3	4	5
3. It is good to help other pupils with their schoolwork (not including tests)	1	2	3	4	5
4. Schoolwork is more fun than not fun	1	2	3	4	5
5. The teacher really understand how pupils feel	1	2	3	4	5
6. If you work very hard others in this class will not like it	1	2	3	4	5
7. The teacher expects pupils to put too much time on schoolwork	1	2	3	4	5

HOW DO YOU (YOURSELF) THINK ABOUT THESE THINGS?

Circle the number thich tells how you feel about each of the seven statements below:

	I agree almost always	I agree more than disagree	I agree as often as I disagree	I disagree more than agree	I disagree almost always
1. It is good to take part as much as possible in classroom work	1	2	3	4	5
2. Asking the teacher for help is a good thing to do	1	2	3	4	5
3. It is good to help other pupils with their schoolwork (not including tests)	1	2	3	4	5
4. Schoolwork is more often fun than it is not fun	1	2	3	4	5
5. The teacher really understand how pupils feel	1	2	3	4	5
6. If you work very hard others in this class will not like ti	1	2	3	4	5
7. The teacher expects pupils to put too much time on schoolwork	1	2	3	4	5

PUPIL ATTITUDE TOWARD CLASS (Survey)

CLASSROOM LIFE

Here is a list of some things that describe life in the classroom. Circle the number of the statement that best tells <u>How this class is for you</u>.

A. Life in this class with your regular teacher

1. Has all good things
2. Has mostly good things
3. More good things than bad
4. Has about as many good things as bad
5. More bad things than good
6. Has mostly bad things

B. How hard are you working these days on learning what is being taught at school?

1. Very hard
2. Quite hard
3. Not very hard
4. Not hard at all

C. The other pupils in this class care about how hard I work (in school)

1. Always
2. Most of the time
3. Sometimes
4. Hardly ever
5. Never

D. When I'm in this class I---

1. Usually feel wide awake and very interested
2. Pretty interested, kind of bored part of the time
3. Not very interested, bored quite a lot of the time
4. Don't like it, feel bored and not with it

E. How hard are you working on school work compared with the others in the class?

1. Harder than most
2. A little harder than most
3. About the same as most
4. A little less than most
5. Quite a bit less than most

F. How good is your school work compared to the work of others in the class?

1. Much better than most
2. A little better than most
3. About the same as most
4. Not quite as good as most
5. Much worse than most

G. The pupils in this class help one another with their schoolwork

1. Most of the time
2. Sometimes
3. Hardly ever
4. Never

H. The pupils in this class act friendly toward each other

1. Always
2. Most of the time
3. Sometimes
4. Hardly ever

I. The pupils in this class do what the teacher wants them to do

1. Most of them do
2. More than half do
3. Less than half do
4. Hardly anybody does

J. If we help each other with our work in this class the teacher

1. Likes it a lot
2. Likes it some
3. Likes it a little
4. Doesn't like it at all

SOCIOMETRIC DEVICES

Introduction:

The following exercises are loosely classified as sociometric devices and can be used to get an idea of the relationships in the group.

SOCIOMETRIC DEVICES

This play is best used as a form of sociogram, a communication between counselor and individual members of a class. It is not well suited for classroom discussion. Some of the roles reinforce negative feelings about some members of the group.

More important than identifying group members being assigned various roles are the results of Section II which can be used in counseling with the individual. There is often a discrepancy between the self concept and the idealistic self. What the counselee feels he is and how others see him; what the counselee feels he is like and how he wishes to be seen; etc.

A Class Play *

Just imagine that your class is going to put on a play and you are selected to direct it. Below you will see the parts that will be needed for the play. As director, you are to select any boy or girl in your class for the parts. You may select the same boy or gril for more than one part since the parts are small.

In order to make the play successful and lots of fun, you will need to choose boys or girls who you think would be most natural for the part. Make your decisions carefully and if you have any questions about the meaning of the words or anything else, be sure to ask me.

These are the Parts

Part 1 - The Hero - someone who is good in sports and in school work. 1._____

Part 2 - Someone who is often mean and gets into fights a great deal. 2._____

Part 3 - The Heroine - someone who gets along well with other boys and girls and with the teacher. (May be either a boy or girl.) 3._____

Part 4 - Someone who is always angry about little things. 4._____

Part 5 - Someone who could be the hero's friend, a kind, helpful boy or girl. 5._____

Part 6 - Someone who could play the part of the bully who picks on boys and girls smaller or weaker than himself. 6._____

Part 7 - Someone who has a good sense of humor but is always careful not to disturb the teacher or the class. 7._____

Part 8 - Someone who could play the part of a person who doesn't ever say anything. 8._____

Part 9 - Someone who could act like the laziest person in the would - never does anything. 9._____

Part 10- Someone who is always friendly and happy. 10._____

Part 11- A boy or girl you would choose to be in charge when the teacher left the room. 11._____

Part 12- This person who knows all the answers and he or she usually works alone. 12._____

* Bower, E. M. Early Identification of Emotionally Handicapped Children in School. Springfield, Ill.: Charles C. Thomas, 19 69. pp. 170-ff.

SECTION II

A. Which part or parts would you like to play best? Write the number or numbers on the line._____

B. Which part or parts do you think you could play?_____

C. Which part or parts do you think the teacher might ask you to play?_____

D. Which part or parts do you think most other kids would like or ask you to play?_____

SOCIOMETRIC DEVICES

GUESS WHO? - A SOCIOGRAM

1. Who is it that everybody likes?_____
2. Who likes to play with oder friends?_____
3. Who is busy and tries to run things?_____
4. Who is a poor sport?_____
5. Who likes to show off and act silly?_____
6. Who is good at sports and games?_____
7. Who hates to be told what to do?_____
8. Who is teachers pet?_____
9. Who likes to help others in class?_____

Rather than discuss the results of this sociogram the group could share ideas such as:

1. Whether a trait is desirable or undesirable and why.
2. Did anyone fit more than one trait?
3. Why was it difficult to find someone for every trait.
4. What is a trait?

* Handbook For Group Guidance, Compiled by Margaret Stall and Lawrence Bosen, Area VII Media Production Center, 501 Jefferson St., Waterloo, Ia.

SOCIOMETRIC DEVICES

HOW DO YOU FEEL ABOUT.....? (short answer)

1. Your class activities

2. The help your teacher gives you

3. Schoolwork is or is not fun.

4. How your teacher understand you.

SOCIOGRAM QUESTIONS

1. Who would you like to work on a committee with you?

2. Who would you like to sit close to?

3. Who would you like to play with after school?

* Handbook for Group Guidance. Compiled by Margaret Stall and Lawrence Bosen, Area VII Media Production Center, 501 Jefferson St., Waterloo, Ia.

SOCIOMETRIC DEVICES

J. L. Moreno's six criteria for insuring sociometric validity in Moreno, J. L. Who Shall Survive? (Rev. ed.) New York: Beacon House, 1953.

1. Limit choices and rejections to members of the group.
2. Allow subjects to make as many choices and rejections as they wish.
3. Provide a definite criterion upon which to base choices and rejections.
4. Restructure the group on the basis of the sociometric data.
5. Allow subjects to make their choices in privacy.
6. Present questions in an understandable manner to subjects.

Possible explanation to students for conducting a sociogram:

In artwork next week we will be working together in groups at tables. I think you would work better and enjoy art more if you could be assigned to a table with those people you would most like to work with in art.

On the sheet of paper you have, please write the names of your first choice, second choice, and third choice for art work. If you do not get your first choice, then you will have a second choice, or sometimes a third. But I will do my best to put you with those you choose. NO ONE BUT MYSELF WILL KNOW WHAT CHOICES YOU MAKE.

SOCIOMETRIC FORM

Name_____

Date_____ Age_____

A. My choices for working on a class committee:
   1st Choice_____
   2nd Choice_____
   34d Choice_____

B. My choices for team captains on the playground:
   1st Choice_____
   2nd Choice_____
   3rd Choice_____

C. My choices for persons to invite to a party:
   1st Choice_____
   2nd Choice_____
   3rd Choice_____

SOCIOMETRIC DEVICES

SOCIOMETRIC MATRIX

Total																					
Chosen → / Chooser ↓																					
1st: A's (3)																					
2nd: B's (2)																					
3rd: C's (1)																					
TOTAL																					

Small x by a choice = intersex Choice
Letters circled = Mutual Choice

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A first choice is represented by letter A, second choice by letter B, and third choice by letter C. Choices are assigned points: A = 3 pts., B = 2 pts., C = 1 pt. The points help to show the strength or degree of each child's popularity as determined by the number of times he was chosen by class members. The total number of points each child received is shown across the top and bottom.

SOCIOMETRIC DEVICES

FRIENDSHIPS

Values, Friendships, Feeling of being left out or included.

Using pieces of paper to show to whom each student wants to talk, with whom they want to do homework, and with whom they want to play.

Purpose: to offer data about which we can have a discussion; the data generated should allow the leader to direct the discussion into area of values, friendships, like and dislikes, feelings about being left out or included or overincluded, or relationships.

METHOD:

1. Give each child a piece of paper, explaining that if you wish to participate you must either give your whole piece of paper to one person or tear it into 2 (if leader sees a purpose make it 3 or more, but 2 seems to make each child more considerate of to whom he gives his paper) and give it to 2 people.

2. Allow approximately four children to give out their papers at any onetime (cuts down on confusion and allows children to see who's giving whom paper).

3. After everyone has given out their papers discuss it: What was it like to receive no papers, only 1, many; what was it like to give away one 1 (or2) pieces of paper; how do you choose to whom you're giving your paper, etc.

These 3 steps can be repeated for various topics: (a) give the papers to people in the room to whom you'd like to talk; (b) to people you'd like to do your homework with; (c) to people you'd like to play a game with; (d) etc.

Variations: could make it a sociogram by asking children to put down their names on papers they give out and on papers they receive (on different lines printed on the paper).

Grade Level used by counselor and found to be effective: 2nd, 5th and 6th. Probably 3rd and 4th also.

SOCIOMETRIC DEVICES
REPUTATION TEST
(W. W. Lewis at Peabody)
College for teachers

Directions: This test is to be given orally to each child individually. Use the following explanation:

"I'm going to ask you some questions. For each question I want you to guess the names of 3 children. Make sure to guess the right names. You may guess the same person as often as you need to, and you may guess both boys and girls."

1. Which children are always smiling and laughing, and are full of fun?
2. Which children don't smile much and seem sort of sad?
3. Which children get mad the easiest, lose their temper?
4. Who are the ones that always take part in games; they play with other children a lot?
5. Which children are bashful and don't like to talk at all?
6. Which children are bossy and try to run things?
7. Who are the ones everybody likes?
8. Who are the boys and girls that stay out of games; they don't play much with other children?
9. Which children quarrel and argue a lot?

Note:

1,4,7 Social effectiveness
2,5,8 Withdrawn tendencies
3,6,9 Agressive tendencies

These are categories for teacher/counselor use and are not intended to be shared with students. High scores or very low scores may be indicative of needed attention.

INCOMPLETE SENTENCES

The activities in this section can be used as informal projective techniques to enhance understanding of feelings. In this case, the information received should be kept confidential. The sentence stems may also be presented as a stimulator for group discussion. The students might write their responses (4th - 6th graders) or they might be given the opportunity to orally fill in the stems. (K - 6th). In either case, no overt pressure to contribute is put on the student; we must allow the student the right to remain silent if he so desires; however the leader must be aware of those who seem to be dealing with a lot of feelings in themselves and offer time to discuss those feelings in a more confidential setting.

A LIST OF INCOMPLETE SENTENCES

I wish _____

I like _____

My father _____

My mother _____

My brother(s) _____

My sister(s) _____

In school I _____

I feel good when _____

I do not like _____

When I grow up _____

I am afraid _____

Sometimes _____

I hate _____

I would like _____

School work _____

I would like to be a _____

Today I feel _____

I wish my father _____

I wish my mother _____

I wish my brother _____

I wish my sister _____

To be grown up _____

School is _____

I feel bad when _____

I feel good when _____

School makes me feel _____

When I read, I _____

To me, homework _____

I hope I'll never _____

I wish adults wouldn't _____

I wish adults would _____

I'm afraid of _____

When I take my report card home _____

I wish I could _____

I wish other kids wouldn't _____

I wish other kids would _____

I often worry about _____

Most brothers and sisters _____

I feel good when _____

I guess I'm _____

I wish my parents knew _____

I can't understand why _____

People think I _____

On weekends I _____

I like to read about _____

When I finish high school _____

I am at my best when _____

I don't know how _____

The future looks _____

After school I _____

My parents expect me to _____

I get worried when _____

I wish I could _____

I'm proud of myself because _____

My best work in school is _____

My favorite musical instrument is _____

My favorite dog is _____

My favorite song is _____

My favorite two colors are _____

The hardest thing for me to learn is _____

My greatest health worry is _____

The most precious thing in our house is _____

If the house were burning I would first carry-out _____

The game I most like to play is _____

My favorite school subject is _____

The most important thing in creating happiness in a home is _____

One of the first things I notice in a home is _____

The best story I ever read was _____

The tools I like to work with best are _____

The most interesting thing about people is _____

The most interesting historical characters were _____

The greatest danger to our nation is _____

This community would be improved if _____

At present my greatest responsibility is _____

At home, the best place to study is _____

At home, my favorite place is _____

My parents think that I should be a _____

I like people who _____

I feel like exploding when _____

What I like to do in the summer is _____

What my Dad does is _____

What my Mom does is _____

One of my most embarrasing moments was _____

I like winter because _____

I'm worried about myself because _____

I could improve myself by _____

I wish my classmates would _____

I could help my classes improve by _____

I do my lessons because _____

The kind of friend I like best is _____

Since Sept. I think I've improved in _____

I still need to improve in _____

The kind of friend I like best is _____

Our class could improve by _____

My teachers could help me more by _____

INCOMPLETE SENTENCES

Name_____ Age_____ Grade_____ Date_____

Directions: Here is a list of sentences that have been started but not completed. You are to write an ending for each of these. This is your chance to write exactly the way you feel. You may write anything you like but it must be just what you think.

1. Today I feel_____

_____

2. When I have to read, I_____

_____

3. I get angry when_____

_____

4. My idea of a good time is_____

_____

5. I wish my parents knew_____

_____

6. School is_____

_____

7. I can't understand why_____

_____

8. I feel bad when_____

_____

9. I wish teachers_____

_____

10. I wish my mother_____

_____

11. People think I_____

_____

12. I like to read about_____

_____

13. On weekends I _____

_____

14. I hope I'll never _____

_____

15. I wish people wouldn't _____

_____

16. When I finish high school _____

_____

17. I'm afraid _____

_____

18. I am at my best when _____

_____

19. I don't know how _____

_____

20. I feel proud when _____

_____

21. The future looks _____

_____

22. I wish my father _____

_____

23. I like to read when _____

_____

24. I often worry about _____

_____

25. I wish _____

_____

26. I'd read more if _____

_____

Sentence Completion Form

1. My School work _____

_____

2. Studying is _____

3. I learn best when _____

4. If someone makes fun of me, I _____

5. When I look at other boys and girls and then look at myself, I feel ____

_____

6. Homework is _____

7. Some of the best things about this class are _____

8. I get in trouble when _____

9. Learning out of books is _____

10. If only teachers _____

11. To keep from getting into a fight, you must _____

12. To get along well in a group, you have to _____

13. I can't learn when _____

* Handbook For Group Guidance. Compiled by Margaret Stall and Lawrence Bosen. Area VII Media Production Center, 501 Jefferson Street Waterloo, Ia.

Sentence Completion Form (Non-school oriented)

1. I am best when _____

2. Someday I _____

3. Many times I think I am _____

4. If I could be someone else, I _____

5. When I am by myself _____

6. I am happiest when _____

7. Making friends is hard if _____

8. When I look in the mirror, I _____

9. I get mad when _____

10. I often wish _____

* Handbook For Group Guidance Compiled by Margaret Stall and Lawrence Bosen Area VII Media Production Center, 501 Jefferson Street, Waterloo, Ia.

Name: _____ Room _____ Date: _____

1. I don't like to _____
2. I sometimes dream about _____
3. I wish I could _____
4. At home I can't _____
5. On weekends I have to _____
6. I don't like to play _____
7. I'd rather be a _____
8. The thing I like to do most at school is _____
9. The thing I like to do least at school is _____
10. Sometimes I'm afraid to _____
11. I wish my friends would _____
12. When the teacher calls on me in class I _____
13. When I am older I would like to be _____
14. I think I need to learn more about _____
15. Most people think I am very _____
16. To me, Brotherhood means _____
17. Most of the time, I act very _____
18. Most people are too _____
19. My parents don't like it when I _____
20. I argue with most people because or about _____

Ruth Brown + Handbook For Group Guidance, Compiled by Margaret Stall and Lawrence Bosen, Area VII Media Production Center, 501 Jefferson St., Waterloo, Ia.

UNFINISHED STORIES

Some suggestions for using unfinished stories.

1. Discuss possible endings especially noting rationale the child uses to decide how to solve the problem.

2. Tune into the feelings of the people within the story and continue reaching for possible feelings that would result from the endings the class discusses.

3. Role play what has happened in the story and also various endings, then discuss reasons and feelings.

4. Read the story and submit to the class a set of possible alternative endings. Have each child pick the ending that they favor and give a reason for choosing it. Each child gets a chance to respond.

5. Read story as given - discuss and have class finally decide on one or more solutions. Now change some circumstance or detail in the story. Does the group need to revise their solution? Discuss - changing circumstances changes what can be done.

6. Activity - read story - have class decide, or you decide on possible endings - divide classroom area into possible stations and assign a given solution to an area. Now have each member of the class walk to the area of the room (station) that represents the solution they would choose. Allow some time to state reasons for choices. Now change the circumstances of the story. Allow class to move to new location or remain at chosen solution - station. Watch for group pressures, following the lead of classroom leaders, isolates, standing alone for what one values. Discuss these things if applicable and the class recognizes them and brings them up.

7. Have class write their own endings.

8. Draw picture depicting ending.

9. Often unfinished stories have a theme that particularly relates to a problem prevalent in a particular classroom. Often these stories can be used to begin a discussion concerning this problem and the story can become a vehicle for solving not just the problem within the story, but also the classes' problem.

* Unfinished Stories -- NEA 1966-68

UNFINISHED STORY

"What Should Donna Do?" (Responsibility)

When Donna was going out the school door for recess, some of her jacks and her ball fell behind the shrubbery under the office window. While she was scrabbling around for them, she heard her teacher, Miss Redmond, talking to the principal.

"Kathy broke down and told me," Miss Redmond was saying, "that the reason she was out last week was that she and her mother went out of town to visit her father in jail."

"I really admire Kathy for telling you about it," the principal said. "What a tragic situation!"

Donna stuffed the ball and jacks into her pocket and ran over to where Janice was waiting for her.

"Janice," she yelled, I've got something to tell you!"

As Donna was telling Janice what she had over heard, some of the other third grade girls joined them and Donna let them in on what she had learned. Before long, most of the girls in the class knew why Kathy had been absent.

When the bell rang and the children lined up to go in, Kathy was right behind Janice. Janice smiled a mean smile and said:

"How's your father, Kathy? I heard you visited him last week."

One or two of the girls giggled. Kathy flushed a deep pink.

Donna sat uncomfortably through reading and science, her eyes on Kathy. Kathy hardly moved. She didn't open her workbook. She didn't write her spelling words. She just sat and stared out the window. Finally, she put her head down on her desk and simply sobbed. When Miss Redmond went to her and asked what was the trouble, Kathy choked out:

"You told. You told. All the girls know and they're all laughing."

Donna felt terrible. She had been so pleased with herself for knowing something she wasn't supposed to know that she couldn't resist the temptation to tell the other girls. The idea that Kathy might fing out that everybody knew about her father had never entered Donna's head. Maybe she could do something now to make up for what she had done. But what? What should Donna do?

Ask yourself:

1. Why was the girls' teasing particularly unfair to Kathy? Is teasing ever fair?
2. When a person learns a secret by accident, has he any obligation to keep it?
3. If Donna had told the secret but had made the girls promise not to let Kathy know they had heard it, would she be to blame if someone broke the promise?

NEA October 1966

UNFINISHED STORY

MAJOR PROBLEMS
FOR

"WHAT SHOULD DONNA DO."

Regard and respect for others

Teacher broke confidence

Donna's feeling of insecurity

Kathy's feelings

TECHNIQUES

1. Donna apologizes.
2. Teacher apologizes to Kathy and arranges group guidance with counselor.
3. Donna asks the other girls for help.
4. Teacher asks principal for help to explain "why she talked it over with the principal."
5. Class discussion with teacher and counselor present.
6. Group guidance by counselor arranged by teacher.
7. Donna convinces Janice she should apologize.
8. Donna buys Kathy a present.

UNFINISHED STORY

ANSWER SHEET

FOR

"WHAT SHOULD DONNA DO?"

MAJOR PROBLEMS AND SOME TECHNIAUES

1. Kathy's feelings.
   1. Donna apologizes and Kathy accepts and is able to function as well as she did before the incident.
   2. Donna convinces Janice she should apologize.

2. Regard and respect for others.
   1. Class discussion with teacher and counselor present.
   2. Donna asks the other girls for help.

3. Donna's feelings of insecurity.
   1. Group guidance by counselor, arranged with teacher's help.
   2. Donna buys Kathy a present.

4. Teacher broke confidence.
   1. Teacher apologizes to Kathy and arranges group guidance with counselor. Also, counselor arranges personal counseling with teacher.
   2. Teacher asks principal for help to explain "why she talked it over with the principal".

UNFINISHED STORY

SWIM OR BABY-SIT? (Responsibility)

"Sheils, Sheila, where are you? I need you to help me for a minute." shouted Mrs. Jackson to her daughter. Mrs. Jackson had her arms full of laundry. Her small baby, Jim-Jim, was crying loudly and furiously. "Sheila, please hurry! I need you."

Sheila ran into the room. "Oh, Sheila," said her mother, "I have so much I have to do today. Honey, if you'll watch Jim-Jim for me this afternoon, I can get to the store and get the food shopping done. I hate to take your Saturday afternoon, but...."

"Of course, Mother, no problem," Sheila replied, picking up Jim-Jim. "You know you can count on me. Jim-Jim and I will have fun, won't we?" Jim-Jim cooed his approval and wiggled happily.

About 15 minutes later Mrs. Jackson picked up her purse and started toward the front door. "Well, Honey, I'll be on my way now. Take good care of Jim-Jim, Sheila. Thanks for being such a big help. See you later," said Mrs. Jackson as she went out the door.

Sheila walked out onto the front porch and put Jim-Jim into his playpen. She settled down with a book close to the baby. Pretty soon Sheila's best friends, Mary Jane and Barbara, can down the street.

"Hey, Sheila," Barbara called, "what a great day, huh? We stopped to ask you to go swimming with us. How about it?"
"Gee, Barb, I'd love to go. But I promised my mom I'd baby-sit this afternoon," Sheila replied.

"Oh, come on. We'll only be gone a couple of hours," Barbara said. "Why don't you ask your neighbor to watch Jim-Jim? She's got kids of her own, and she wouldn't mind!"

Sheila thought for a few moments, then turned to her friends and said....

THINK AND DISCUSS

What are some different things Sheila could do?
What might be the outcome of each of the choices?
What values on the Vocabulary Chart might be related to each of the choices?

Discuss different things the person named might do in the following situations:

a. Don is supposed to wash the dishes right after supper because company's coming. A special TV show Don wants to see very much is scheduled to come on right after he finishes eating. Don...

b. Helen invites her friends over to her house to watch TV while she baby-sits. Helen's younger brother wants to see a cartoon show, while her friends want to watch a movie. Helen....

[8] Editors of My Weekly Reader. 1g 71.

UNFINISHED STORY

What Should Stuart Do? (Responsibility)

Stuart stood on the corner in his yellow raincoat, his patrol belt damp from the wet snow. As soon as he was off duty, he told himself, he was going to get his arithmetic homework done before class. TV had been so interesting the night before that he hadn't finished doing his problems.

He checked traffic, saw that no cars were coming, and hurried a group of children across the road on their way home to lunch.

"That's the last of them," Stuart said to himself. He looked at his watch and saw that in another minute or so he'd be off duty. Then he saw Lisa halfway down the hill from the school. The first grader was poking along, slushing through the snow.

"Hey, Lisa," Stuart bellowed, "get a move on."

She walked a little faster, pausing only once to make a soggy snowball. Lisa was almost at the corner when she stopped short. "I forget my Santa Claus picture," she wailed, and starting trudging back up the hill.

"Lisa!" Stuart yelled, "Come on. You can take your picture home this afternoon."

Lisa kept right on going back. Stuart look at his watch again. Officially, he was off duty. Why should he wait for Lisa? That little dope was so pokey that there was no telling how long it would take her to get back to the crossing, and Stuart hated to think what Miss Baxter would say if he didn't finish his arithmetic problems.

Stuart was worried about leaving his corner,though. When Lisa got back to the crossing with her Santa Claus picture, could she get across the street safely without help? What if a car came whirling around the corner?

Stuart made up his mind to wait for Lisa. Then he got to thinking no one would ever find out that he knew Lisa would be coming back, whereas Miss Baxter would most certainly find out that he had goofed off on his homework if he didn't get busy on it right away. What should Stuart do?

Possible Discussion Topics:

1. What mistake had Stuart made that really caused his whole problem?
2. Was Stuart's responsibility for safety over when he was officially off duty?
3. If Stuart had not been on the safety patrol would he have had any responsibility to wait for Lisa?

UNFINISHED STORY

What Should Peggy Do? (Responsible Behavior)

"It's a secret!"

Peggy could see Joan waving at her from across the school yard. She smiled to herself. Joan was so crazy. She was always thinking up silly things to do, and everyone liked her - and loved her secrets!

Once Joan had hidden a live chicken in her desk. Another time she had passed around rubber cookies that looked like real ones. So when she called out that she had another secret, Peggy hurried over.

"Promise you won't tell," demanded Joan.

"Oh yes, I promise I won't tell," said Peggy.

"Cross your heart and hope to die?" Joan asked solemnly.

"Cross my heart and hope to die."

"Raise five fingers to the sky and say you'll sass your mother," Joan instructed.

Wow! This was serious. Peggy raised one hand and promised to sass her mother if she ever dared tell the secret. "Okay." Joan leaned over and cupped her hand to Peggy's ear. "Dick Everly found the principal's car keys and has them in his pocket."

Peggy's mouth dropped open.

"He's going to give them to him, isn't he?"

"Of course not. That will be half the fun, watching him hunt for them. We're going to stay here on the wings after school and see what happens."

The school bell rang as Peggy opened her mouth to answer. As the girls ran toward the building, Joan said, "Remember, you promised."

All through social studies, Peggy wondered about those keys. Maybe Dick would change his mind. Maybe when it came time to go home he'd give the keys to the principal.

When the last bell rang, Peggy went out to the swings where Joan was waiting. Pretty soon Dick and some other boys came running over. Peggy could tell from the look on Dick's face that he still had the keys. She felt uncomfortable.

A few minutes later the principal came outside. He started walking slowly around the building, looking in the grass and peering down under his car. Joan and Dick and the boys were laughing themselves sick, but Peggy was strangly silent.

This wasn't funny at all. How would the principal get home? What if he had an important appointment? Peggy was worried.

But she had promised not to tell. What should Peggy do?

UNFINISHED STORY

What Should Henry Do? (Responsibility)

The old ramshackle barn at the end of the alley behind the school had everything you could imagine in it - a Model T Ford, a bear trap, and, according to some people, even a coffin in the loft.

Imagining was all the school kids could do, though. The owner, Mr. McGowan, had posted a NO TRESPASSING sign on it, and the school had a rule that any pupil who even went into the alley during recess or lunch time would be barred from school clubs and other activities for the year.

Henry was captain of the kick ball team and belonged to the stamp club. He certainly didn't want to give up those activities, but he kept remembering the wonderful tales he'd heard about the barn. Was there really a coffin in the loft? Was it an empty coffin?

One misty day during lunch period, Henry's curiosity got the better of him. He'd heard that Mr. McGowan had sprained his ankle, and decided that now, if ever, was his chance to explore the barn.

He slipped out of the school yard when none of his friends were looking and darted down the alley to the big barn. Somewhere on its weather-beaten roof a shingle flapped in the wind. Henry pulled the great creaking door open and slipped inside. He couldn't see very well in the darkness, but thought he could see the ladder leading to the loft. He started to make his way over to it.

Henry had taken two or three steps when he heard a soft, groaning noise. Terrified, he stood stock-still for a moment. The groaning continued. Could it be coming from the coffin?

"I'm going to get out of here," Henry said to himself, turning toward the door. Then he stopped as he heard the noise again. Now he felt sure that those groans were coming from someone or something alive, someone or something in pain or in trouble.

Henry hesitated. Should he track down the groans himself or should he go for help? What if the groans were coming from some sick or injured animal, vicious with pain? And if the groans were human groans, what could he do to help?

Henry pushed his way throught the door and started to run to the McGowan house. A thought caught him up short. He would have to tell Mr. McGowan that he had been in the barn. No matter what happened, grouchy old Mr. McGowan would be bound to tell the principal that Henry had broken the rule about the barn, and that would be the end of kickball and stamp club for Henry.

Why tell anybody? Henry asked himself. If he hadn't gone into the barn, he wouldn't have heard the groaning. He wasn't really supposed to hear it. Maybe what he'd heard was only the wind, anyhow. Why should he give up kickball and stamp club just because somebody or something might need help? But he kept remembering those awful groans. What should Henry do?

Possible Discussion Topics:

1. What reasons might Mr. McGowan have for not wanting the boys in the barn?

2. What might have been making the noises Henry heard?

3. Should Henry risk getting in trouble himself by trying to help when he is not sure anything is wrong?

4. If Henry knew that a sick person or animal was making the noises, should he tell someone and risk being punished for being in the barn?

NEA October 1967

UNFINISHED STORY

MATCHES (Keep a promise or break it?)

Meg was doing her homework on the kitchen table when her five-year-old brother, Alex, called to her. "Hey, Meg!" he shouted. "Come here a minute."

Meg walked to the basement steps and said, "What do you want, Alex?"

"Want to know a secret? I'll tell you, but you've got to promise not to tell anyone," Alex said softly from the bottom of the stairs. "Want to know? Huh? Do you?"

"Oh, Alex, I don't have time for your silly games," Meg replied. "What is it?"

"You promise you won't ever tell...ever? Do you promise. Meg? Not even if rats eat your bones?"

"Sure, Alex, I promise," Meg answered. "Now what is it? I'm busy."

"Remember, Meg, a promise is a very special thing. Dad always says so, right?" Alex asked. Meg nodded. "OK, then, come down to the basement and see!" Alex said.

Meg followed her brother into a corner of the basement. Alex reached down under a stack of old newspapers and brought out a box of matches. Then he picked up an old lamp, which was made of green glass.

Alex struck a match and held it behind the tinted glass. "See! Look how beautiful it is! And it's a secret, Meg - my own green lamp secret!"

Meg stared at Alex, then at the match. Just at that moment the match fell from his hand and landed on a small pile of paper. The top paper caught fire! Meg quickly put out the flames with an old rug that lay nearby.

"Alex! You stop that! Give me those matches! You are never, never to play with matches! They are not playthings. Do you hear? I'll have to tell Mom about this if you ever touch matches again!" Meg sternly shook her brother.

"You can't tell...you promised! It's a secret!" Alex said. And he began to cry.

"OK, stop crying. I won't tell. But don't ever do this again!" Meg replied. She took her little brother by the hand and led him up the stairs.

The next afternoon Meg was helping her mother in the kitchen. She suddenly spied her brother Alex was sneaking toward the basement steps. And in his hand was...a box of matches! Meg....

THINK AND DISCUSS

What are some different things Meg could do?

What might be the outcome of each of the choices?

What values on the Vocabulary Chart might be related to each of the choices?

Discuss different things the person named might do in the following situations:

a. A friend has told Tom that he plans to pull a practical joke on someone. The joke could backfire and cause harm. Tom....

b. Diane's best firend has done something wrong. She has told Diane about it. Diane....

* Editors of My Weekly Reader. lg 71.

UNFINISHED STORY

What Should Terry Do? (Honesty)

Terry felt like crying when he looked at the smeared water color with his name printed in the corner. Miss Appleton had pinned it up along with the other kids' paintings of buttercups, daisies, and dogwood and it would be there all week for everybody to see, even the fathers and mothers when they came for parents' night. Nobody would guess that he'd been trying to paint a wild iris.

Terry's art work had never been good, but this hadn't worried him before, because Miss Appleton, the fifth grade teacher, was the first one he'd ever had who displayed all the art work, good and bad, every week. She did the same with English and arithmetic papers, but Terry was O.K. in those subjects. He suffered, though, over having everyone see how bad he was in art.

"I wish I could think of some way to make Miss Appleton feel as awful as she makes me feel," Terry thought, looking at his latest blob.

That very afternoon, Terry felt that his wish had been granted. Miss Appleton asked him to prepare a demonstration for the parents of what the class was doing in arithmetic. Perhaps Terry's art work was the worst, but his arithmetic was the best, and explaining things was easy for him. At first he was delighted by the idea of giving the demonstration. Most people thought arithmetic was more important than art anyhow, he told himself.

Then Terry realized that, without meaning to, Miss Appleton had given him a chance to get even with her. Just imagine how embarrassed she'd be in front of all the parents if the person she'd selected to demonstrate something as important as math seemed not to understand it at all. The parents would probably think she was a terrible teacher. Maybe she'd even get fired.

He smiled when he imagined how Miss Appleton would pinch her lips together and fidget with her glasses while he stood there pretending he didn't understand what he was trying to explain. Of course, all the visitors would think he didn't understand, but his parents weren't going to be able to be there, and wouldn't it be worth it if he could get even with Miss Appleton? Or would it? Perhaps if he gave a fine arithmetic demonstration, people would forget about that messy iris. What should Terry do?

Possible Discussion Topics

1. Is it fair for a teacher to display all work, good and bad alike?
2. Who would Terry hurt if he decided to make a mess of the arithmetic demonstration?
3. What would be a better way for Terry to deal with the problem of having his art work displayed?

UNFINISHED STORY

TO WIN A PUP (Honesty)

On her way home from school, Buffy stopped by the pet shop. She loved to look at the puppies. One in particular caught Buffy's eye. He was in an open-topped cage. The pup had the biggest brown eyes!

Buffy went up close to the cage. The little dog began to wag his tail. And when Buffy knelt down, the dog started to lick her face.

"Oh, how I wish you were my very own," Buffy said to the small ball of fur. The puppy thumped his tail happily against the side of the cage.

"Well, win the contest and he will be yours," said a voice behind Buffy. She turned to see Mr. Werner, the shopkeeper, smiling at her.

"What do you mean, Mr. Werner?"asked the excited girl. "What contest?"

The shopkeeper explained that the puppy was to be the first prize in a contest he was having. To enter the contest, a boy or girl must write a story about a dog.

"There are only two rules to the contest," Mr. Werner added. "The contestants must be between the ages of 8 and 12. And they must write the story themselves. So," he continued, "the writer of the best story will take that cute pup home for keeps!"

Buffy said good-bye to Mr. Werner and the dog. She ran all the way home, full of thoughts about the puppy she could win.

For hours Buffy wrote and wrote, but she just was not happy with any of her efforts. Suddenly she remembered a story that her older sister, Clara, had written a few years before. The story was about a dog who saved the life of a child.

Buffy ran to her room and began searching for the story. At last, tucked into a box with some old books and toys, she found it. As she read the story to herself, it almost made Buffy cry.

"Oh, this story is so beautiful," Buffy said. "I know Mr. Werner would like it. It's so much better than anything I could write!" And then a thought flashed through her mind.

"What if I give Mr. Werner this story? I could just copy it over! Oh, I know that it would win!" Buffy thought about the dog, the story, the rules. Then she...

* Editors of My Weekly Reader. lg 71.

THINK AND DISCUSS

What are some things Buffy could do?

What might be the outcome of each of the choices?

What values on the Vocabulary Chart might be related to each of the choices?

Discuss different things the person named might do in the following situations:

a. Jackie is taking a hard test and not doing well. Suddenly the teacher is called out of the room. Jackie....

b. Robin forgot to do her homework, and a friend offers to let her copy his. Robin....

UNFINISHED STORY

VERDI'S DEAD (Honesty)

Cory was alone in the house. His mom and dad were at work. His big sister, Jill, was out with her friends.

Cory had looked for some of the guys, but no one was around. So he was just hanging around the house, bored and moody. He walked into the living room to turn on the TV and happened to see Tabby eyeing the noisy parrot.

Cory decided to tease the frisky cat. He reached into the cage and took Jill's pet bird, Verdi, out. Holding the parrot firmly in his hands, with just the head sticking out, Cory poked the bird at Tabby. Tabby's eyes widened. His body tightened, ready to spring. Suddenly he took a swipe at the bird with his right paw-claws fully extended!

Cory jerked the bird back. The cat's sharp claws missed the bird but sank into Cory's hand. Cory howled in pain and opened his hand. Verdi fluttered his wings only once before Tabby's strong jaws broke the bird's neck. Cory kicked at the cat. Tabby dropped the bird and knocked over the bird's cage as he ran off.

Cory stared at the dead bird. He frantically thought about what to do...

THINK AND DISCUSS

What are some different things Cory could do?
What might be the outcome of teach of the choices?
What values on the Vocabulary Chart might be related to each of the choices?

Discuss different things the person named might do in the following situations:

a. Jerry likes Sandy very much. Jerry is asked about something new Sandy has bought. Jerry doesn't like the thing at all. He turns to Sandy and says...

b. Dale has not done her homework because she was out playing, then she watched TV. Then she was so tired she went to sleep. Now Dale's teacher asks why Dale didn't do the work. Dale....

[3] Editors of My Weekly Reader. 1g 71.

UNFINISHED STORY

50 CENTS AN HOUR (Honesty)

"I'll pay you...let's see...50 cents an hour, how's that?" Grandpa Kozak smiled at his grandson, Andy. "I've been meaning to clean out that garage for a long time, and it's worth 50 cents an hour, Andy," he said.

Andy knew that there were other things he'd rather do...but 50 cents an hour sounded great. "OK, Grandpa," he said, "It's a deal."

Andy took a broom, some plastic bags for the trash, and started out to the garage. When he opened the door, he gave a whistle. "Wow...it sure is a mess!" Andy said. But he started to work and soon had made some headway in the pile of boxes and old furniture.

After a while it seemed as if Andy were going to be done in no time at all! The job was not as big as it had seemed at first. Andy looked at his watch. "Gee," he thought, "I've only been at it for an hour and I'm almost through!" It had been hard work...but Andy was a good worker.

Then Andy saw the pile of comic books. "Boy, are these old!" he said. The books must have been there for years! Maybe they were books that his father had read when he was Andy's age. So Andy sat down and began to read them. He found some that he'd heard his father speak about...the Green Flame and the Purple Monster! "These are really great!" Andy said. Time went by so quickly that Andy couldn't believe it when he looked at his watch and saw that he'd been reading for two hours!

Andy put the books in a pile to take home with him. Then he went back to work...twice as hard and twice as fast as he usually would. He swept and cleaned the garage and then walked to the house to ask his Grandpa if he could have the comic books.

Grandpa was asleep on the living room couch. Andy very quietly sat down in a chair. Somehow, Grandpa sensed that Andy was there and awoke. "Well, Boy, so you're finished are you?" he said with a smile. Grandpa sat up and looked at his watch. "My heavens, Andy, you've been working a long while. You must really be tired. Let's see...it's been four hours, at 50 cents an hour...I owe you $2.00."

Grandpa reached into his pocket and gave two dollars to Andy. Andy looked at his Grandpa and said....

THINK AND DISCUSS

What are some different things Andy could do?
What might be the outcome of each of the choices?
What values listed on the Vocabulary Chart might be related to each of the choices?

Discuss different things the person named might do in the following situations:

a. David is in a swimming race. He has been declared the winner...but he knows that his hand did not touch the wall on his final lap. He...

b. Patricia went to buy some candy from a candy machine. She found a dime in the coin return box. She ...

* Editors of My Weekly Reader in Fl.

UNFINISHED STORY (Honesty)

What Should Christy Do?

Unlike lots of girls, Christy was crazy about her little brother. Not only was he the cutest little towhead in the second grade, but he was always telling wild tales that made her laugh.

It was fun for sixth-grader Christy to meet Charlie in the hall, or watch him on the playground, or peep into the second-grade room where he sat with his little sneakered feet tucked under his chair.

One afternoon at recess, Christy and some other sixth-grade girls were making mats out of dandelion stems. Christy had gone around the side of the building to get more dandelions when the bell rang. Just as she turned the corner, she saw her little brother pick up a big rock, throw it through the cafeteria window, and scurry to the back of the building.

Although no one else was in sight outdoors, Christy felt that someone inside the building would certainly have seen Charlie break the window and report it to the principal. She went to her room, but was so worried about Charlie that she finally asked her teacher for permission to leave the room. She went to the office prepared to stand by her little brother during what she was sure would be an unpleasant interview.

When she got to the office, sure enough, there was Charlie talking to the principal. He didn't look unhappy, however.

When he saw her, he said cheerfully, "Hi, Christy. I'm telling Mr. Clark how I saw Michael Lansing throw a rock through the cafeteria window."

"Michael Lansing!" Christy said.

Charlie nodded. "He just picked up a big stone and - pow - right through the window. Miss King asked if anybody knew about the window, so I told her, and she sent me to tell Mr. Clark."

Christy knew Michael Lansing. He was always getting into trouble. But this was one thing he hadn't done. She had seen Charlie throw the rock, and now, to make matters worse, he had made up a deliberate lie about it.

She hated to think what the principal would say to Charlie if he learned the truth, and she hated to imagine how their parents would punish her brother when they heard the story. Of course, he had done two very bad things and deserved to be punished, but was it up to her to tell on him? It certainly wasn't fair for Michael Lansing to be blamed, but how she hated to be the one to get Charlie into trouble. What should Christy do?

UNFINISHED STORY

What Should Everett Do? (Need for Guidance)

No one really called him a sissy. Everett was too big and broad-shouldered for that. No one really called him anything because, on the whole, Everett's class like him, and he made friends easily. But there was something about Everett that no one quite understood: He hated sports.

For one thing, sports usually seemed to involve a ball of some kind, and Everett could never understand what was so important about a ball. He didn't feel the least bit annoyed at one, yet teams would hit it with bats or pound it with rackets or kick it as though a little piece of pigskin were public enemy number one.

As for scores or points or wins or losses, Everett couldn't care less. It made not the slightest difference to him whether his team won or lost. Since a victory was often decided by an unfortunate slip or an unusual circumstance, he couldn't see how winning a game proved anything at all.

In short, when Everett wanted to have fun, he modeled an entire town out of clay, complete with railroad station and fire department. Or he made a rope ladder for the elm tree out back and hid a message in the hole near the top. Or he took apart an old clock or buried a time capsule or invented a machine that would spray red dye if a spy tampered with it or practiced playing the piano backwards. But the thought of kicking a little ball around the playground left him cold.

His parents worried about him, and his teacher sent home a note wondering why he would not join the ball games at recess. The only thing that bothered Everett, however, was that he was often left out of things. He liked his friends, but they were busy playing softball half the time, so half the time Everett had no one to talk to but himself, and this did get boring.

He didn't like being left out, but he certainly didn't like spending his time in stupid games. What should Everett do?

THOUGHTS TO THINK ALOUD:

1. Is there necessarily anything wrong with a boy who does not like sports?
2. Shouldn't Everett take part in some kind of physical activity even if it's not a ball game?
3. What sports might Everett try that don't involve teams, wins, or losses? What might he do for the sheer fun of physical exercise?

UNFINISHED STORY

What Should Jimmy Do? (Need for Guidance)

Jimmy woke up one day and decided he wasn't going to say "Good morning" or "Hi" to anybody. He told himself that he was absolutely sick of saying the same old things and doing the same old things that everybody else said and did. He wanted to be different. And this meant, first of all, that he wasn't going to go around opening his mouth like a dumb goldfish all day, saying "Hi" and "How-are-you?"

When he was dressing, he decided to leave his belt off his pants. He hated belts and from now on, he decided, he wouldn't wear one. When his mother asked him at breakfast why he was putting peanut butter on his toast, he said it was because he felt like it. And when he passed old Mrs. Summers on his way to school and she said, "Hello, Jimmy, how are you?" he said, "Pretty bad."

At school, he went up the front stairs instead of the side ones even though he knew the front was reserved for the younger children, because he couldn't think of a good reason why he shouldn't.

He wrote his spelling test in red pencil instead of black because he liked red better, even though Miss King frowned about it. He spent recess digging for Indian arrowheads at the back of the schoolyard instead of playing the usual game of volleyball. And when he left for home at three o'clock in a downpour, he refused to wear his raincoat.

And while he sloshed through the puddles, the rain running down his neck, he made up his mind that he would definitely not do the paper on insects that Miss King had assigned. Every since first grade they had been learning about the usefullness of bugs, and he was absolutely not going to do it any more. He had a lot more important things to do with his time.

It felt good for a change to be his own boss and discover the real Jimmy beneath all those layers of "Good Morning" and "How-are-you?" And yet, something told him that he might be letting himself in for a lot of trouble. And something else told him it was going to take a lot of effort just to be different. Still, he didn't want to go through life being nothing but a colorless blob of oatmeal, did he - a mere doorknob, a baked potato? What should Jimmy do?

THOUGHTS TO THINK ALOUD

1. Was Jimmy deliberately trying to make trouble, or did he have a good point in being impatient with the same old things?
2. How can you decide which things are worth making an issue of and which are not?
3. Should a person be different by trying to be, or should he just be himself and let his natural differences show up automatically?

UNFINISHED STORY

What Should Gail Do? Need for Guidance)

Gail sat alone, chewing on a dry peanut butter sandwich. It would have gone down more easily if she'd had an orange to go with it, but according to her mother, oranges were too expensive.

Gail watched a group of girls by the window. They were laughing at something the boys were doing on the playground. She would have given almost anything to be one of the group, but the girls never included her. You were "in" or you were "out", Gail decided miserably, and she was obviously "out."

To be popular in junior high school, you had to wear the kinds of clothes the other girls were wearing. Right now, the style at school was paisley prints. Gail not only didn't have a paisley print dress, she didn't have a print dress of any kind. All she had was one or two shabby skirts, a few blouses, and an old gray sweater - a hand-me-down from her aunt.

Just this morning, Gail had tried to explain to her mother how important it was for her to dress like the other girls.

"You don't have to tell me how it feels not to belong," Mother had said. "I never belonged to anything in my whole life. But no use crying over what you haven't got. You'll have to be liked for cheerfulness and things like that."

Gail didn't think she had much to be cheerful about. She wasn't pretty and she couldn't think of clever things to say. She didn't have any particular talent that she knew about. She was sure that even if she acted cheerful every minute, she still wouldn't be anything special.

The girls were nice enough, but they didn't let her in on their secrets or trade clothes with her or invite her home. Some of the other girls in the class were "out" too, but this was apparently by choice. Some of them were honor students who liked to spend their time feeding the science animals or practicing for the orchestra. Gail didn't think she was smart enough to be "in" with them and she didn't think they were much fun anyway.

Poor Gail wanted desperately to belong to the popular group. What should she do?

Possible Discussion Topics:

1. How might Gail's resentment of her situation affect her behavior with others?
2. If Gail had the clothes she wanted, would she be sure of being "in"?
3. What could Gail learn from the girls who seemed "out" by choice?
4. What might be a better basis for friendship than earing the "right" clothes?
5. What's the responsibility and opportunity of the "in" group here?

UNFINISHED STORY

What Should Guy Do? (Guidance Needed..making the best of a difficult situation)

Guy hated his new school so much that he didn't have time to like anything any more.

Just one month ago, he was spending the summer in the same house where he'd lived all his life, and was planning to start sixth grade in the same school he'd gone to since kindergarten. His friends would all be in his room and he was a cinch to make the baseball team. And then, just before school opened, the family had moved to a little town Guy hadn't even been able to find on the map. As far as Guy was concerned, the world had come to an end.

Guy didn't like their new house or the town or the people. He started to school and the school was so different from the one back home that Guy could hardly stand it.

"Don't be such a poor sport, Guy," his mother said to him one night after he had spent the dinner hour complaining. "We'll only be here a year and then we'll be going back. Make the best of it."

In a year, all the gang at home would have forgetten him, Guy thought. Besides, the school here was probably so poor that he might even have to repeat the sixth grade when he returned. That night he went to sleep trying to pretend that he was back in his old bedroom.

The next day, things seemed worse than ever. What a school, Guy thought. So small that there isn't even a cafeteria, so all morning long you keep smelling what people have in their lunch bags.

Today, the room was unusually stuffy and smmebody had brought some kind of cheese that smelled terrible. Even though a light drizzle was falling when the noon bell rang, Guy went outside and hunched up against the school house wall while he ate his sandwiches.

Looking glumly at the mud puddles on the dreary school yard, he munched away without knowing whether he was eating peanut butter or bologna. He was thinking about what his father had said at breakfast that morning:

"Guy, you're too smart to spend a whole year griping about things that can't be changed. Surely, you can find something else to do besides wasting your time on hating."

Guy wanted to figure out a way to have a good year, but he didn't know how to start. How could he have a good year in this miserable school away from all his friends.

What should Guy do?

Possible Discussion Topics:

1. Do you think Guy was a poor sport?
2. What could Guy do to make his life at the new school more pleasant?
3. What could other pupils at the school do to make his life more pleasant?
4. What are some of the advantages of a small school that Guy didn't consider?

NEA September 1967

UNFINISHED STORY

What Should Randy Do? (Need for Guidance & Direction)

Randy stared at the floor. His ears felt hot enough to burn holes in his head, but his mother talked on and on. ". . . . So that's what I'm here about," she was saying to the teacher. "Something's just got to be done about the way that big bully Tommy picks on my little Randy."

"I didn't realize Randy had any problems, Mrs. Hamilton. He's never complained to me. . . ."

Mrs. Hamilton waved one hand impatiently. "Randy's just too sweet to complain about anything. The other kids could knock out all his teeth before he'd tell on anyone. But I think it's a shame that somebody like Tommy gets away with abusing a child as small as Randy."

Randy squirmed. He was sure that most of the kids in the room could hear what his mother was saying. He wished he could crawl through the floor. Tommy didn't pick on him. Sometimes Tommy was a little rough, but he'd never hurt Randy on purpose. The two boys had fun together, and if Randy got a couple of bruises now and then, what of it? Everybody got hurt occasionally, but nobody else's mother came to talk to the teacher about it.

Miss Shelley turned to Randy. "How do you feel about it, Randy?"

Randy mumbled. "Tommy and I . . . we. . .we get along okay. . ."

"Get along!" his mother interrupted. "How about the shirt I just mended? It seems as though every time you play with Tommy you come home with your clothes torn. And Tommy was the one who knocked your front tooth loose, remember."

"Aw, Mom, I ran into him. I told you that."

"Well, I want something done." Mrs. Hamilton stood up. "I'm not going to stand for having my Randy beaten up again."

Randy cringed. It has been like this last year and the year before. His mother always found something to complain about to the teacher. The kids razzed him about how she carried on, and yet she paid no attention to him when he told her he'd rather look out for himself. What should Randy do?

Possible Discussion Topics:

1. What different approaches might Randy use in talking to his mother about the problem?
2. What might Randy do that would make his problem worse?
3. If Randy cannot make his mother understand how he feels, who else might he ask for help?

NEA November 1966

UNFINISHED STORY

What Should Kurt Do? (Tough Decision)

It was all Don's fault, Kurt thought. If only Don hadn't swollen up with mumps on Monday, Kurt wouldn't be stuck with being his substitute in the daisy dance. The Daisy Dance! Yikes! Maybe Don didn't mind doing a sissy thing like dressing up and dancing, but it made Kurt sick to think about it. Imagine him in a daisy costume when he hoped to make the Little League baseball team next year.

Kurt had brought the situation on himself, in a way. He thought Miss Harper was the nicest teacher in the world, so on Monday, when she'd told him about Don's mumps and then had gone on to say that Kurt would be a lifesaver if he'd fill in for Don, he'd said okay without knowing exactly what part Don played. That same afternoon at rehearsal, though, he found out what he'd let himself in for.

Kurt had felt like a sap having to clump around making his big feet do dance steps, and the other kids must have thought that he looked like a sap, because right away they'd started laughing at him and teasing him. Of all the children, Larry had been the worst - he thought he was big stuff, because he got to be a tough pirate in the program. Now here it was the day of dress rehearsal, and Kurt knew Larry would be ten times worse when he saw the horrible daisy costume.

Kurt wished that the school day would never end, but end it did. Miss Harper said, "Now, all the boys and girls who are taking part in the program will go to the auditorium for dress rehearsal."

Feeling practically sick to his stomach, Kurt went to the dressing room and climed into the stem part of his costume - old-fashioned long underwear dyed green. When he came out, Miss Harper fastened the big ring of daisy petals around his neck. He walked out on the stage.

Then he heard Larry's voice from the wings: "Hi, flower-baby. Is you going to get sprinkled?"

Kurt wished the stage were a swimming pool so that he could knock Larry into it, or dive to the bottom of it himself.

Angry tears stung his eyes. He didn't think he could stand another minute. What should Kurt do?

Ask yourself:

1. Was it fair for the other children to tease Kurt?
2. If Kurt quit at the last minute, would the rest of the class admire him?
3. How could Kurt take part in the daisy dance and still prove that he was no sissy?"

NEA March 1967

UNFINISHED STORY

What Should Susie Do? (Tough Decision)

"Ugh. Homely, scratchy old sweater," Susie thought, and kicked at a rock. She kicked too hard and hurt her foot. As she went limping into the school, Susie decided that the sore foot was her mother's fault - if her mother hadn't made her mad by insisting that she wear this ugly grey cardigan on a warm spring day, she wouldn't have kicked the rock.

Susie still felt twinges in her foot when she got to the fourth grade room, and even though she had hung her sweater in the locker, she still felt hot and itchy.

"Please hand in your arithmetic homework," said Miss Grover when the last bell sounded. "I'm going to go over it particularly carefully because I have to turn in grades for report cards tomorrow, and some of you are just on the border between one mark and another."

"Well," thought Susie, "that means I'll get an A. I've had almost all A's and when Daddy checked my arithmetic last night, he said I had all the answers right." She opened the black notebook on her desk. It wasn't hers! This was her little brother's! Now she wouldn't get an A in arithmetic, Susie thought, and it would be all her mother's fault for buying Bud a notebook just like Susie's. "Dumb old Mom," Susie muttered to herself.

All during arithmetic, Susie grew crosser and crosser.

Composition followed arithmetic. Miss Grover assigned the subject, "I Like _____Because."

LIKE? Susie decided she didn't like anybody. She borrowed a piece of paper from the boy in front of her and wrote, "I hate my mother because," and then she wrote all the ways in which her mother seemed to be unfair or unreasonable or just plain mean.

At 10:30, when it was time to go out to recess, Susie stopped by her locker to get a ball that she had put in her sweater pocket. As she got out the ball, a little waxed paper package popped out along with it. Inside were two homemade cookies. Mom must have put them there to make her feel better about wearing the sweater.

As she munched on the cookies, Susie wondered what dessert her mother would fix for dinner tonight. That got her to thinking how her mother was always planning surprises for the family - like special desserts and buying that notebook for Bud. Mom really didn't make her dress warmly just to be mean, but because she knew how likely Susie was to catch a bad cold in the spring. She was really O.K. as a mother.

Susie wished now that she'd never written that composition. When Miss Grover read it, she'd think Susie had an awful mother. Susie decidddd to ask Miss Grover to return the composition without reading it. Then she realized that there wasn't time to write another one, and she might get a D on her report card if she had only a blank space in the record book in the place where the mark on the composition ought to be.

What should Susie do?

Possible Discussion Topics

1. Was Susie's mother to blame for Susie's troubles?

2. Would reading the composition really make Miss Grover believe that Susie had "an awful mother"?

3. What made Susie get over being cross? Was it the cookies, the thoughts of dessert for dinner, or something entirely different?

NEA April 1967

UNFINISHED STORY

What Should Clyde Do? (Tough Decision)

It was a big problem, and it seemed to be getting worse. Mother said it was all in his mind. Dad said it was physiological, whatever that meant. Grandmother said he wasn't getting enough sleep. The boys said he was a great big crybaby - period. The fact was that every time something didn't go just right - if somebody tripped him or beat him at checkers - Clyde started to cry.

He fought against it, but even though he bit his lips and squeezed his eyes shut, his mouth would tremble and the fat tears would begin sliding down his cheeks. Then the other kids would jeer and the whole ocean would come gushing out. It made Clyde hate himself and everybody else. How many times had he heard somebody say that boys weren't supposed to cry?

"Clyde, Clyde, run and hide," the boys yelled, or "Crybaby, Clyde-baby, do you want your mama, maybe?" Clyde would be so furious he would lash out blindly with his fists, and once he got sent to the principal.

Last Thursday was the worst. Clyde was giving his book report in front of the room and had meant to say, "building the boat," but said, "boading the bilt," instead. Instantly the room was filled with laughter. Clyde stopped. He felt the blood rushing to his face. He tried to go on, but felt his lips tremble, his eyes cloud, and the next moment he was bawling in front of the whole class.

"That's okay, Clyde," said Mr. Jackson. "When you feel ready, go right on. We all make mistakes, and that was really just a funny one, wasn't it?"

But it wasn't funny to Clyde. As he walked home that afternoon, he made up his mind. Unless he had to, he wasn't going to do anything or go anyplace or talk to anyone, ever again. He was through with being embarrassed. He'd stay in his room and fool with his trains and watch television, and it would be Clyde the Loner from now on. He knew it wouldn't make him happy, but it would be better than going on like this. Or would it be better? What should Clyde do?

Possible discussion topics:

1. Do you think Clyde's classmates would behave any differently if he didn't get so angry when teased?

2. Is it all right for girls and boys and even grownups to cry sometimes? Why or why not?

3. Do you think Clyde's plan for crying less was a good one?

UNFINISHED STORY

What Should Emily Do? (Tough Decision)

Emily wanted to be kind to Lois, but there were times she wished she hadn't ever spoken to her in the first place.

It started several weeks ago when the special education class began having recess at the same time as the fourth graders. Most of the children in this class had some form of brain damage. Because they were not able to learn as quickly as other children, they were taught by a special teacher, and Emily had not seen much of them until they began coming out to recess.

Most of the special education pupils played by themselves on the front steps, but one girl, a little older than the others, always sat on the swings and watched Emily and her firends jumping rope. She looked so lonely and forelorn that one day Emily called, "Why don't you come over and jump too?"

"Oh, Emily, for heaven's sake, not her!" Jean said.

"Why not?" Emily said. "She's been sitting there all week watching. She'd probably love it."

And Lois did. She was terribly awkward at it, and consequently the other girls didn't get much of a turn, but her beaming face told Emily how much fun she was having.

The next day Lois was back, eagerly waiting her turn, and the next day and the next. Finally, Jean and the other girls went off to play by themselves, leaving Emily and Lois alone on the swings.

Lois didn't seem to mind, however. She was grateful for Emily's attention and was content just to talk to her in her slow stammering way.

Now every recess, twice a day, Lois was waiting when Emily came out, her face so eager that Emily didn't dare let her down. She wanted to stay friends with Lois, but she wanted time to be with the other girls too. The trouble was that when Lois was around, they simply couldn't do the things they usually did without having her interfere.

What should Emily do?

THOUGHT TO THINK ALOUD

1. Why do handicapped children have a special need for friends?
2. Since Emily decided to be friendly to Lois, does she have a duty to spend all her time with her, every recess?
3. How could Emily get the other girls to play part of the time with Lois?

ROLE-PLAYING EXERCISES

WARM-UP EXERCISES

A. These exercises are basically pantomimic and require a minimum of emotional involvement and expression. They may be effective for freeing inexperienced or withdrawn students to perform in front of their peers. Where multiple endings are given, the teacher can select only those he prefers or give them in succession to one or to different students.

1. Pretend that you are walking: --through very deep snow --on marbles --through fallen leaves.

2. Pretend to eat: --an ice-cream cone --a potato chip --a lollipop --a pickle --a toasted marshmallow --cotton candy --a lemon.

3. With another student or in a circle of students, pretend to toss back and forth: --a baseball --a basketball --a chunk of ice --a feather --a porcupine --a pillow --a very hot potato.

4. Show the class what you would do if: --you had just walked five miles --the temperature got up to 95 in the shade --you tried to lift some barbells --you had a blister on your heel but were late for school --you had a cinder in your eye --you had to carry a full pail of water without spilling any.

5. Without using any objects, show the class how you: --brush your teeth in the morning --nail two boards together --put on a pull-over sweater.

6. Stand facing another student. When he makes a movement, pretend that you are his reflection in a mirror. Keep this up until you can do it well, then change roles. Make your moves slowly at first; don't try to trick the other person.

7. Read aloud from one of your school books, pretending that you have a mouthful of marbles --of straight pins --of peanut butter.

ROLE PLAYING EXERCISES

B. These exercises require varying degrees of emotional involvement. They can be performed like charades, using movements and facial expressions with few or no words. In some instances the exercises allow the student to express whatever emotion he happens or chooses to show; in other instances the exercise specifies the emotion that is to be shown. The teacher may also begin to develop actor and audience awareness by asking for brief reports on, and observation of, what the actor felt during the exercise.

Show how you feel when:

8. --you get a phone call: someone invites you to a party

9. --you get a phone call: the dentist tells you that you have an appointment this afternoon.

10. --you are looking out a window and see a little bird hit the glass and fall to the ground.

11. --you look out the window and see it's raining hard (a) on the day of the game; (b) on the day of your school picnic.

12. --you see a large dog running toward you.

13. --you open a present in a big package.

14. --you find a dead squirrel on the sidewalk.

15. --you find (a) a pretty stone; (b) a butterfly; (c) a bird's nest.

16. --you find your baseball bat is broken.

17. --you find someone has torn several pages out of one of your schoolbooks.

18. --you enter a church or synagogue.

19. --you dance to a fast tune.

20. --you watch a funny movie or read a funny story.

21. --you see people teasing a dog.

22. --you see a friend who has told untrue stories about you.

23. --you've just failed an important exam.

ROLE PLAYING EXERCISES

C. The following situations, which are more complex, will help develop skill in spontaneity and expression of behavior. The teacher can give all the directions at once or part by part as the pantomime progresses. The actor should not stop the action while a direction is being given.

24. You're a young person your own age visiting your grandparents who live near a lake. You've gone fishing and are very happy, thinking of the fun you are having and the fish you are going to catch. You bait your hook, put your line in the water, and wait. You begin to get a little tired of waiting. You get more and more impatient and disgusted. Suddenly you feel a bite. You hook the fish and reel it in. You have some difficulty landing it. You finally do bring it in successfully. It is a beauty.

25. You're a person about your age who is timid. You're alone in the house comfortably curled up in a chair reading. The rest of the family have gone shopping. It is eight o'clock at night; they aren't expected back till nine, when the shops close. Suddenly you hear a strange noise at the door. You listen, and as you listen you become a little scared. You put down your book and move toward the door, but you're scared to open it. Then the noise stops, and you go back to your reading. You hear the noise again, this time there is no mistake. Something is there! Finally you muster up courage and open the door cautiously. It is a little stray dog.

26. You're a tightrope walker in a circus. You're a very good tightrope walker and have confidence in your ability, but you know the audience will have more fun watching if you pretend to be anxious and scared. It will create more suspense if you appear about to fall. You're anxious as you approach the ladder, and as you climb up get a little scared. (This is just as act you are putting on for the audience, but you want them to think you are really scared.)

27. You are a person about your own age, or you can be an older teenager. You are dressing for a party. You've just combed your hair, but you don't like the way you look.

28. You're a young man or woman about to hang a picture on your wall. You like the picture, decide on a good spot on the wall to hang it, and are very pleased with what you think it will look like. You get a hammer and nail and begin to pound the nail into the wall. You hit your thumb.

29. You're someone your age. One day after school you miss the bus and start walking home. Very tired from walking, you sit down on a park bench. Suddenly you see something in the grass; still tired, but curious, you pick it up. It's a $5 bill.

30. You're a teen-ager walking down a busy city street. In front of you two boys are hitting a smaller boy, As you pass, the smaller boy asks you to help. You ask the bigger boys to stop. They look at you and say, "Go mind your own business." You again ask them to stop.

ROLE PLAYING EXERCISES

D.

PROBLEM SITUATIONS FOR ONE MAIN CHARACTER

In the following situations one child can take the primary responsibility for the talking and action; the other person (s) can serve as "props."

A. Situations focused on problems of interpersonal relationships between the child and his peers.

1. Your friend has asked you to go skating. Your mother says you must stay home. You do not want to hurt your friend. Mother is standing near.

2. Some friends have invited you to a show. You have to ask them to wait while you check with your mother to be sure she doesn't expect you to be home this afternoon.

3. You want two friends to work with you on a project. You have to make a map of Alaska.

4. A shy schoolmate has returned after a sickness of several weeks. You want to make him feel at home in school again.

5. You want to help a friend who is unsure of himself and shows off and talks loud.

6. You see one child teasing another.

7. You see two children fighting.

8. A classmate jumps on you or hits you in trying to say hello.

9. You and two friends are holding a club meeting. One of them doesn't say anything.

10. You and a classmate are walking through a department store. He tries to get you to steal something.

11. You're having fun with a friend, but he's too noisy and rough.

12. You're walking home from school and see a boy who is a bully. He hits children or snatches their books.

13. You've never played with a particular classmate, but you'd like him to be your friend.

14. Another student has just torn up the homework you spent all last evening doing.

15. A classmate is trying to boss you around too much.

16. A child grabs the ball during a game and starts to run away.

ROLE PLAYING EXERCISES (CONT.)

A classmate tries to look at your paper during a test.

18. You've finished your work way ahead of the rest of the class.

19. You meet a friend after you've heard that he has said unpleasant things about you.

20. You approach a classmate who doesn't talk much. You want to find out about his interests and what he likes to do.

21. A classmate of another religion has just had a religious holiday. You want to learn about the event.

22. You want to welcome a new student from a foreign country.

23. Two girls are talking together at a dance. You want to ask one of them to dance with you.

24. A friend takes you aside and tells you a secret so that another friend you're with can't hear.

25. You want to make a shy classmate feel better after she's made a mistake and feels ashamed.

26. You see a teacher with her arms full of books. She needs the door opened. You open the door and ask if you can help her. At that moment a child calls out, "Teacher's pet!"

27. As you come into school a strange student calls out, "I don't like you."

28. A classmate says, "Can't you do better than that?" while you are both drawing pictures. You know that he is really unhappy, and you want to help him.

29. A classmate teases you because you are wearing hand-me-downs.

30. You have won three prizes at a party. Another child hasn't won any. You're just about to win a ring toss. What happens then?

31. Two friends ask you to go with them. You want to go but can't, but you want them to know you'd like to go another time.

32. You want to introduce one of your friends to your teacher.

33. You borrowed a pen or pencil from a friend but broke it as you used it. You want to return it and explain that you didn't mean to break it.

ROLE PLAYING EXERCISES (CONT.)

34. A classmate tells you that you're too skinny and have legs like matchsticks.

35. You want to get to know a girl in your class.

36. Your friends tease you whenever you volunteer in class. What do you do or say?

37. You want to introduce your parents to your teacher.

38. You have just had a meal at a friend's house and want to thank his parents.

39. Act out how the doctor feels about children, then how your classmates feel about the doctor.

40. Act out how policemen feel about kids, then how your friends feel about policemen.

41. The teacher has accused (a) you of doing something that another student did; (b) another student of doing something that you did.

42. The teacher has praised (a) you for doing something that another student did; (b) another student for something that you did.

43. The teacher has just made a mistake and you want to point it out to him.

44. You come into class late; it isn't your fault.

45. You have a lesson that you don't understand.

46. Your teacher is very busy and seems to have a headache. You know he doesn't want to talk to you at this moment, but you have something urgent and must approach him.

47. You meet a teacher or principal, whom you dislike.

48. Your father tells you his company is transferring him and the entire family must move to a new city.

49. Your mother wants you to go to a summer camp, but you want to stay home this summer.

ROLE PLAYING EXERCISES

B. SITUATIONS WITH ALTERNATIVE SOLUTIONS FOR TWO OR MORE PERSONS

The alternative solutions might be used one at a time, introduced as instruction during the briefing. Evidence could be gathered on how effectively each one works out. They might be shared with the class, serve merely as background information for the teacher as he develops plans for the session, or be introduced into class discussion only after the participants perform their own creative solutions. The purpose of these series of alternatives is to provide a range of potential responses to each situation. There is no necessarily right or wrong solution to any situation.

1. You're talking to a friend about schoolwork when another friend phones to say that he (or she) is coming over. You know that the two friends don't like each other. What can you do?

   Possible solutions: --"Sorry, I'm busy right now. Can you come over tomorrow?" --Ask the friend who is there if he minds the other one coming over (If the other friend is persistent about coming today). --"Wish you could come over but I've got to finish up what I'm doing now." --"Sorry, but so-and-so is here now and I know you don't like him very much. Can you come over tomorrow (or some other definite date)? I'd really like to get together."

2. You have to return a borrowed object that you broke. How do you do this?

   Possible solutions: --Apologize for it and offer to replace it. --Apologize for breaking it and, since you have no money right now, offer to make one like it, to replace it when you have some money, or to give something of your own to replace it. --Mend it before returning it and then apologize and ask if this is satisfactory.

3. What can you do when the classroom is very noisy?

   Possible solutions: --Ask the teacher if you can go to the library because you have work to do. --Stop making noise yourself. --Politely ask the noisiest pupils to be quieter. --See what is causing the noise and if it is unnecessary noise ask someone to help you quiet the group. --Ask your friends to help you get the group quieter. --Think how the others feel and whether they would like you to ask them to be quiet.

4. A friend returns a library book charged out to you. His little sister or brother upset some water on the book, and it's ruined. What do you do?

Possible solutions: --Accept it with no reference to what happened if he doesn't say anything about it. --Accept it with a nice joke about what happened. --If he explains, accept it with a remark to indicate you understand it could have happened to anybody. --Accept it, but ask if he'll pay for the damage.

5. You want to draw a shy classmate into your project of working on a map.

Possible solutions: --Suggest to the group that the shy person could help with some part of the project, get their backing, and then invite the shy one in. --Ask the shy one if he would like to help, not telling him what to do but asking what he would like to help with. --Show the shy one that you need his help and ask him to give you a hand at the job.

6. You have a friend who is unsure of himself and shows off and talks loud. How can you help him?

Possible solutions: --Take him aside and tell him that you think he had a good idea, but that you don't think he put it over right. --Be interested in what he is talking about and try to find ways of making him more secure, as by telling him about something good that he did. --Build him up; ask others to try too. --Show that you like him. Show your feelings of friendship for him in front of others. You don't have to be so direct as to say "I like Joe" when he's standing there, but you can back him up in something he does or wants. --Introduce another idea or get his attention before he has a chance to show off. Then make him feel at home and wanted.

7. You've just been hit hard by a paper wad that was shot at you by another member of the class. If you tell the teacher, you may get beaten up after class; if you don't tell, you may be hit by another paper wad. What can you do?

Possible solutions: --Ask the other person to stop. --Tell the teacher, but don't let anyone know you told. --Shoot a paper wad back at the other person. --What other solutions can you think of?

8. You and two other classmates want the same book. What can you do?

Possible solutions: --Take turns. --Have one read to two others, taking turns as readers. --Choose lots to see who should have it first; the other two get another book to read until it's their turn for this one. Get another copy of the book. --Find something else to do. --Read it or look at it together.

9. One of the boys in the class has taken your pocketbook and hidden it. You think you know who it is, but when you ask him about it he says that he didn't take it. How can you get it back?

Possible solutions: --Ask the other students who took it. --Look for it yourself. --Tell the teacher.

ROLE PLAYING EXERCISES

PROBLEM STORIES FOR SEVERAL PARTICIPANTS

These incomplete stories describe fairly complex problem situations that will hold the interest of a class and provide the basis for group improvisations. The teacher can read the story to himself and explain it to the class or he can read it aloud to the class. For these examples the teacher and class can create their own alternative solutions.

1. Mary's Art Class

Mary was making a vase as a gift for her mother on Mother's Day. It was one of the best in the class. Mary wanted it to be very nice because this year her mother's birthday fell on Mother's Day. She was painting the vase when she heard a shout. She looked up and saw that Jim had upset his paints on the floor. Several children ran to look, and some helped to wipe up the mess. When Mary returned to her desk the vase was gone! She stared in amazement. Then a streak of paint made her look down. It had fallen on the floor and broken. Someone had knocked it off her desk as the children ran to see the paint on the floor. No one had meant to break the vase; it was an accident.

Act out what you think Mary and the class can do.

Possible solutions: (for Mary) --She could begin to work on a new vase. --If time was short, she could ask the teacher or a group of her friends to help her make a new one. --She could take the pieces home to her mother and explain what happened. This way she could show her mother that she didn't forget her birthday and that she would bring another vase home as soon as she completed it. --She could get angry and yell or cry.

(for the class) --Help her make another one. --Have one of the students offer her his vase. --Take up a collection so that she could buy her mother a present. --Ask the teacher to help her. --Laugh at her problem.

2. A Parent Steps into the Room

It was a busy afternoon and the class had worked well. The teacher had promised the group that she would show them a movie. They had just finished their work and were putting their books away to see the movie when Mrs. Brown, Jerry's mother, came in to talk to the teacher. Jerry was out with a cold. His mother had come to pick up the books and assignments for the last week. The teacher and Mrs. Brown stepped out of the room to talk. As she talked with the teacher, the class got more and more irritable and tired of waiting. They'd worked hard and felt they had earned the movie. The clock ticked slowly on and the students feared that it would be time to go home before the movie was finished. Now, the group knows that Frances and Jim will make trouble. Frances will throw a paper wad at Jim. Everyone will laugh and then Jim will throw a paper wad at Frances.

What can the group do to prevent Frances and Jim from acting up? That can Frances and Jim do when they feel like acting up? What can the group do to get the teacher back in the room?

Possible solutions: (for the class) --The class chairman could take over and begin some class games, such as Hangman or Twenty Questions. --Someone could ask whether he could start the movie. --Their friends could ask Frances and Jim to help them with a drawing or an arithmetic problem. --A friend could tell them that their behavior wouldn't be nice, especially since a parent was there, and that their actions may get the entire class into trouble. --The class chairman could ask the teacher if she could take a minute to start the movie and then talk with Mrs. Brown.

(for Frances and Jim) --They could work on a paper or do some arithmetic --They could get a book to read. --They could read a story or ask another to read it to the class.

3. Sid and Susan Don't Speak

Sid and Susan had been working with two other students on a big painting for the wall. It was to be shown at the parent-teacher meeting. Sid, who was usually so friendly, passed Susan in the hall one day without speaking. Susan went over to work on the painting with the other children. She had nearly finished her part, but Sid had not done all of his. One of the children called to Sid, "Come on over and get to work. We've got to finish it today." Sid acted as if he didn't hear. He took his arithmetic book up to the teacher. She helped him with a problem, and he sat down to work at his desk. Now the children don't know that Sid's dad has promised him a new bike if he gets all his arithmetic right for a week. He wants the bike very much. He also feels bad because he is not helping on the picture. He feels shy and doesn't know what to do. But the others feel Sid isn't doing his share. One of the boys calls out, "Sid is a quitter!"

How can the group help Sid? What can Sid say to the group?

Possible solutions: (for the class) --They could ask Sid why he wasn't helping even though he'd promised to help finish the picture. --They could ask the teacher to make Sid do what he'd promised.

(for Sid) --He could explain to them the jam he was in and ask them what they'd suggest he do. --He could realize that he was being selfish and only thinking of himself. --He could explain the situation to the teacher and ask if she could help him after school. In this way he could finish the picture and get the bike. --He could explain the situation to his father and ask him what to do.

ROLE PLAYING EXERCISES

(for Susan) --She could ask Sid what was bothering him and offer to help. She could ask the others if they know what's bothering Sid or why he isn't helping them.

4. The Birthday Party

JANE (running up to Mary in a desperate mood): Oh, Mary, what can I do? I want to invite you and the other girls to my birthday party, but I don't want Sunny.

MARY: I know how you feel. My mother made me invite her to my party and she just ruined it. She came early, and when she met the others at the door she acted great. She said, "Put your coasts there, girls," and "Now the presents go on the table in the living room. You sit there," and on and on like that.

JANE: Oh, Mary, it was awful when she took all the cards to read aloud and told you where to sit and how to pass the presents around in a ring. You'd think no one knew anything except her.

MARY: Gee, Jane, you are in a fix. Can't you get someone to invite her out for the day?

Sunny is a pretty blond girl who tries to help all the time. She knows the girls don't like her, so she tries to make them like her by doing things for them. In trying so hard, she bosses them around all the time. Sunny hopes that she'll be invited to Jane's birthday party. In fact, she sees the girls talking on the playground and runs over to them.

MARY: oh, oh, here she comes!

JANE: What will I say?

SUNNY: oh, hello, girls.

How can the girls help Sunny act better at parties? What can Sunny do to change? Remember, she wants to help.

Possible solutions: (for the girls) --They could give Sunny a specific job at the party such as taking the coats or folding the paper from the presents. They could explain that some of her other friends were given a job also, so that each girl would have time to participate in the games rather than direct or organize them. --They could compliment Sunny when she arrives at the party to show her that they accept and approve of her.

(for Sunny) --She could be less bossy. --She could ask what she can do to help or wait until she is asked before helping. --She could think of how others feel and what they want from her to have a good time. --She could offer to help Jane's mother with the refreshments. --She could watch the others to see how they act and what they do to help.

ROLE PLAYING EXERCISES

5. John's choice

John's best friend, Mark, was about to move away from the school. The class liked Mark and had decided to give him a surprise party. John was excited and helped the class set the plans for Friday afternoon. On Thursday evening John's father came home with tickets for the next afternoon's circus. He knew how much John liked the circus.

John came running home to tell his parents about the party. He was glad to see his father, but then the circus tickets came out of his father's pocket. Now John felt he had to be at the party to say goodbye to Mark. He also wanted to go to the circus. He wanted both things. What do you think John could do?

Possible solutions: --He could explain the conflict to his father and try to get the circus tickets changed for another time. --He could invite Mark over this evening to say goodbye and then go to the circus tomorrow. --He could give up the tickets and go to the party. --He could ask the teacher and the class to change the party to the morning.

6. The New Snow

It was like a fairyland as Susan stepped out into the new snow. The sun was shining, and the snow sparkled like jewels. Susan felt it was beautiful. She just stood and looked. Then she saw her friend coming down the street. Yes, she must not be late for school. She walked along with Carolyn and the snow went scrunch-scrunch under their feet, Carolyn was the first to speak. "Hi, Sue, isn't it fun walking to school in the snow?" Susan was still thinking of the lovely sparkles and could not find ways of expressing her feelings. Carolyn looked at her and asked, "Say, what is the matter with you?" Susan replied, "Well I was just trying to tell you how happy the beautiful new snow makes me feel, but I didn't know how. How could I do it?"

How could the two girls share their joy and wonderful feelings with others?

7. George Gets a New Bike

It was turning cold as George rode his new bike down the street. He was very proud of it and wanted to show it to all the boys and girls in the school. He felt so happy that he whistled as he rolled along. He saw Vernon first and called out, "Hi, Vernon! See my new bike? Isn't it a beauty! It has a light and a horn. Beep, Beep!" He was so happy he wanted Vernon to be happy too. Vernon called back, "Oh, a new bike. So what. We all get them. Boy, do you think you're great!" Vernon really had not had a new bike for a long time and he wanted one badly.

How could George share his happiness with Vernon without making Vernon feel unhappy?

ROLE PLAYING EXERCISES

8. Jim Tries to Stir Up Interest in Current Affairs

Jim was very interested in current affairs, and he wanted to get other students to help him on a project. The town was soon to vote on a proposal to increase the amount of money for the schools. Jim felt the schools needed more money and wanted to organize some sutdents to ring doorbells and talk to voters about the proposal. When he approached his friend Nancy, she told him she was not interested in helping. She said she had schoolwork to do and wanted to go out later.

How could Jim and some others who feel the way he does convince Nancy and others who feel as she does? Also, how could Jim and his friends approach the voters to talk about the school issue? What problems might they run up against in talking with adults in this way?

9. A Walk to School

Mary rushed through her breakfast. It was already ten after eight and Sally was sure to be there at the usual eight fifteen. She galloped up the stairs two at a time, put on her coat, grabbed her books, and ran downstairs again. "Don't rush like that, Mary," her mother said. "You'll get indigestion." She shook her head as she watched Mary gulping down the last remains of breakfast. "I'm late," Mary ran out as she rushed to the door. Just as she was opening it, putting on her coat at the same time, she saw Sally walking down the street with another girl right opposite her house. She was just about to call out to Sally when she saw that Sally obviously had no intention of stopping by her house as she usually did each morning. Mary was stunned. She felt so terribly hurt she didn't know what to do.

How did Mary Feel? What could she do?

10. Going Skating

Sally was a very shy girl and often felt left out of things the other children were doing. Martha had invited her to go skating in the park. Sally ran home to get her skates. She changed into her skating clothes and then looked for her skates. They were not in the usual place. Just then her mother ran in from the garage. "Oh, Sally, I'm so glad you're dressed for skating. I've just been given some tickets for the ice show and we can skate for an hour after the show is over. Hurry and get some mittens and we'll go. I've already put your skates in the car."

Sally stopped and stood still. What about Martha? Sally wanted to skate with Martha and she also wanted to go with her mother.

What could Sally do?

11. Molly and Jim Don't Know How to Act

Molly was a good student and liked to do her work well. She was also good at sports. She had pretty brown eyes and curly hair. The children liked Molly very much. Jim was also good at sports, and he liked Molly. He wanted to ask Molly to go to the movie with him. Jim came up to her and pulled her hair. He felt awkward in trying to ask her to go with him. Molly liked Jim, but she felt hurt because she thought he was trying to be mean. She felt he did not like her.

What could Jim do to let Molly know he really liked her? Do boys often tease when trying to say hello? Do girls know that the boy who teases is often trying to say he wants to be friends? Do boys know that their teasing is usually disliked by the girls?

12. The Grab Bag Party

Tony's class had planned a grab bag party at school. Each student was to bring a present that cost about fifty cents. Everybody in the class was looking forward to the party. As the class was dismissed, Tony heard his friends laughing and joking about the funny presents they would bring Friday.

The minute Tony got home he excitedly told his mother about the party plans. He was especially happy about the coming event because his mother never had a party at his house. When Tony told about the grab bag present he was supposed to bring, his mother said, "Well, you'll have to bring your own self and no more" "But Mother," Tony said, "everybody has to being something. If I don't then somebody who brought a gift won't get one back." "That's final, Tony. We can't afford to waste money on silly little extras like that, and you know it. Now let's not talk about it anymore"

Tony had to go to the party without a present. Should he embarrass himself by telling the teacher he doesn't have a present? Should he say nothing and be unfair to another student?

13. Understanding Physical Aggression

Andy is thirsty and walks over to the drinking fountain for a drink. Bruce, who enjoys horsing around, sees Andy and wants to say hello. He goes over and gives Andy, whom he likes, a push. Calvin a good friend of Andy's sees Bruce push him, and when Andy turns around Calvin says, "Boy, do you look mad!"

What did Bruce do when he saw how Andy felt? What could the three do to replay it so that the ending is not so difficult? What can Calvin do and say when he comes up and finds this kind of situation? How can simple misunderstandings like this be prevented or explained when they do happen?

ROLE PLAYING EXERCISES

F. SITUATIONS DEALING DIRECTLY WITH SENSITIVE INTERPERSONAL OR COMMUNITY ISSUES

Role playing presents an opportunity for direct confrontation with and learning about, important issues in an educationally supportive atmosphere. But careful groundwork must be laid before sensitive issues can be dealt with fruitfully. Community support, educational relevance, and a high degree of teacher skill and teacher-student rapport are vital for effective work in controversial areas are dealt with only correctively, through counseling or punishment. Through classroom role playing, the problems implicit in parent-child relations, value conflicts, racial relations, and dating and sex relations can be observed and discussed. By bringing feelings out into the open, and by considering and evaluating various alternative behaviors, students will be able to face the realities of their worlds with greater understanding and skill.

When the community, teacher, and students are prepared to deal with sensitive or controversial issues, the following examples may be helpful. Since controversy is subjective, some of these examples may appear uncontroversial to some people and too controversial to others. Each teacher will be required to make his own sensitive judgment for his own case.

1. You want to make a new student feel at ease in the school. He is the only Black or White in the class.

2. You have or want to go to church, but your friends are trying to persuade you to play baseball this Sunday morning. They don't understand why you want to go to church.

3. You and some friends want to play baseball and want another friend to join you. He wants to go to church and doesn't understand why you don't want to go.

4. You become friendly with a pupil in the class and want to bring him home for dinner. The new classmate is a member of a different race, however, and your mother refuses to let you bring him to your house. What can you do?

5. A young boy, about ten, is caught by the manager as he steals some candy and a water pistol from a small store. The store is in a good neighborhood, one in which the manager knows the parents could afford to buy such items. What does the manager do? How does the boy feel?

ROLE PLAYING EXERCISES

6. You are a good student and are working on a very difficult test the teacher has given to the class. Your best friend, Robert, who is sitting next to you, leans over to try and see your answer to one of the questions. What do you do?

   In the same testing situation Robert tries to get help from someone else, and he gets the answer from that person. You see this happen. What do you do?

   (Both these episodes can be replayed with Robert as the class leader, the teacher's pet, or a pupil nobody likes.)

GAMES & ACTIVITIES

PROMOTE COMMUNICATION SKILLS

These exercises are aimed at promoting communication skills. Most of them are quite complex and would seem to be most effective with a group that is already functioning pretty well as a group. It is suggested that these not be used as introductory exercises, but saved for later in the program.

(We need good, simple, exercises)

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

GROUP PUZZLE ACTIVITY

Specific Task: Have a group of students put pieces of a puzzle together

Purpose: Have students become aware that a task can be more easily accomplished if everybody in the group works together

Level: 3-6

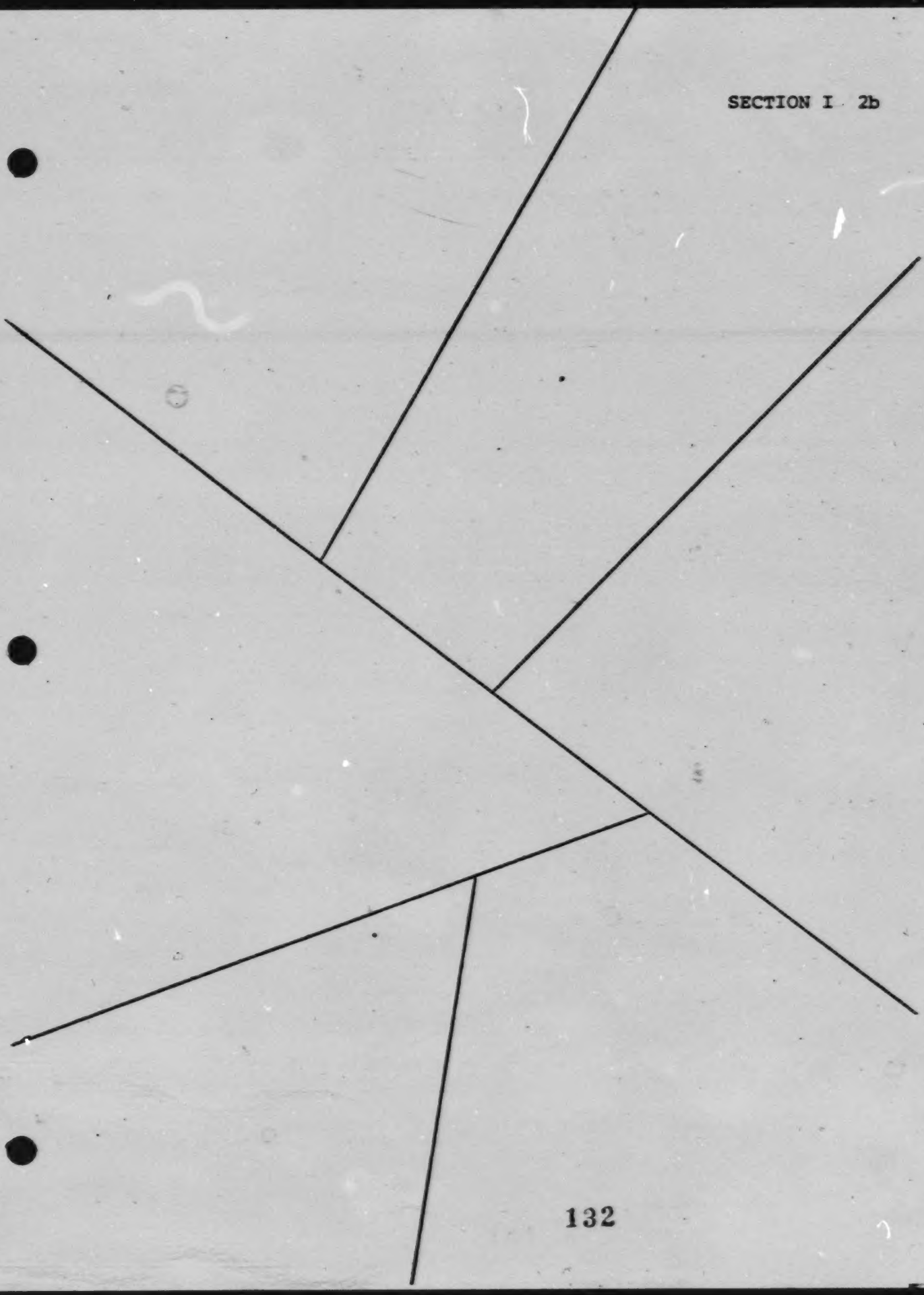
Procedure: Divide the group into small groups of about 4 students. Give each of the small groups a puzzle. Have the groups try to put the puzzle together. After about 20 minutes stop the groups and have a discussion about what was happening in their group while working on the puzzle.

Possible questions:

1. How did you feel about the task?
2. How did you feel toward the other people during the task?
3. What could have been done differently while working on the puzzle?
4. How might this experience help you in other experiences?

Information:

I made six different prints of this puzzle, each on a different color of construction paper. Then I divided the colored pieces so that each puzzle had six different colors in it. Then I put the pieces in small manila envelopes.



GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

The following exercise can be used to demonstrate the impact of our choices of words on individuals or groups.

The words are considered in groups of three, the student assigns a rank of 1, (highest preference); 2; or 3(lowest preference), to each word in the group.

The discussion that follows could include feelings about the words we use, words that evoke feelings of like, dislike, etc. Patterns of choices can give a better idea of an individual's identity. The list can be expanded or revised for specific purposes.

Rank the following in order of preference. There is no right or wrong answer to any of these. You may be asked to read your choices and give reasons for making them. You may at any time say "I pass" if you don't wish to read your choices on the list.

Watch TV	Sickly	Teacher
Dance	Crippled	Mathematician
Study	Midget	writer
Movie star	Wealthy	Flighty
Millionaire	Intelligent	listless
President	Respected	uncertain
Rosebush	Star Athlete	Sword
Cactus	New fancy car	Bomb
Lily	Handsome, beautiful	Gun
Peacock	red	Teacher's Pet
Whale	blue	Class Clown
Leopard	yellow	Teacher's Scape-goat

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

RECOGNIZING THE VALUE OF ALL CONTRIBUTIONS

Every teacher has struggled with the problem of the group that ignores some of the members. Frequently more aggressive students will monopolize the discussion but accomplish little more than wheel spinning, since they have limited information they can bring to bear on the problem. The more timid group members will often quietly acquiesce, happy for someone else to carry the burden of the discussion or resentful that they are not being included. Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully. The vocal members must avoid stifling the timid ones by showing off their knowledge, and the quieter members must recognize their responsibility to share their ideas with the group.

The following activity demonstrates to students the need for considering the information every group member can contribute and gives them practice in organizing to accomplish the task. Every member is given an essential piece of information - a clue in a murder mystery - so that no student can excuse himself from participation on the grounds that he "doesn't know anything about the topic." In addition to forcing the group to consider every piece of information, the game will reinforce the group's previous learning of ways to organize for problem solving.

Game

Students are seated in a circle with the teacher standing outside the group. The teacher gives the following explanation:

> Today we are going to play another game that will help improve your discussion skills. Each of the pieces of paper I am holding contains one clue that will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you whether all five answers are right or wrong. If part of your answers are incorrect, I will not tell you which answers are wrong.
>
> You may organize yourselves in any way you like. You may not, however, pass your clues around or show them to anyone else, and you may not leave your seats to walk around the group. All sharing of clues and ideas must be done verbally.

After clarifying the rules, pass out the clues. If there are more than 27 students, make up extra clues or have some students share clues. Some students should be appointed to serve as observers and timekeepers. The observers can make suggestions about how the group could be better organized and work faster. The teacher stands unobtrusively in the background, indicating the passing of time on the blackboard. He should not interrupt, make suggestions, or give hints.

Following are the clues, all of which are needed to solve the mystery. Type them (making several carbon copies for future use) on sheets of paper, leaving plenty of space between clues for cutting them apart.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it has been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

FOLLOW-UP

Help student to understand what caused the problems the group had in solving the mystery. If they were relatively successful in completing the work quickly, discuss the reasons for their success. Questions should focus first on the skills learned earlier:

Was a leader needed?
How was time lost in getting organized?
Why was it ineffective for everyone to try to talk at once?

Finally students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully:

What problems arose because some people didn't present their clues?

What should they have done?

In what ways did some members ignore the clues of others?

Was any attempt made to urge all persons to present their clues?

Did anyone ever forget a clue and make an incorrect inference?

Were all members included in solving the problem?

Did anyone monopolize the discussion?

* Learning Discussion Skills Thru Games, Gene Stanford & Barbara Dodds Citation Press, N.Y. 1969

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

PURPOSE: DISCUSSION GROUP SKILLS

Questions should focus first on the skills learned earlier:

Was a leader needed?
How was time lost in getting organized?
Why was it ineffective for everyone to try to talk at once?
Finally students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully:

What problems arose because some people didn't present their clues?
What should they have done?
In what ways did some members ignore the clues of others?
Was any attempt made to urge all persons to present their clues?
Did anyone ever forget a clue and make an incorrect inference?
Were all members included in solving the problem?
Did anyone monopolize the discussion?

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS
G.

SECOND TRY

If the group scored poorly on this exercise, they may plead for another chance. Below are the clues for another mystery, this time a bank robbery. The First National Bank of Minnetonka, Minnesota, was robbed of $1,000,000. Students are to discover what person(s) did it. Instructions can be given in the same form as above. Follow-up discussion can be based on the questions suggested above.

The robbery was discovered at 8:00 a.m. on Friday, November 12. The bank had closed at 5:00 p.m. the previous day.

Miss Margaret Ellington, a teller at the bank, discovered the robbery.

The vault of the bank had been blasted open by dynamite.

The president of the bank, Mr. Albert Greenbags, left before the robbery was discovered. He was arrested by authorities at the Mexico City airport at noon on Friday, November 12.

The president of the bank had been having trouble with his wife, who spent all of his money. He had frequently talked of leaving her.

The front door of the bank had been opened with a key.

The only keys to the bank were held by the janitor and the president of the bank.

Miss Ellington often borrowed the president's key to open the bank early when she had an extra amount of work to do.

A strange, hippie-type person had been hanging around the bank on Thursday, November 11, watching employees and customers.

A substantial amount of dynamite had been stolen from the Acme Construction Company on Wednesday, November 10.

An Acme employee, Howard Ellington, said that a hippie had been hanging around the construction company on Wednesday afternoon.

The hippie-type character, whose name was Dirsey Flowers and who had recently dropped out of Southwest Arkansas State Teachers College, was found by police in East Birdwatch, about ten miles from Minnetonka.

Dirsey Flowers was carrying $500 when police apprehended him and had thrown a package into the river as the police approached.

SECOND TRY CONTINUED

Anastasia Wallflower of East Birdwatch, Wisconsin, said that she had bought $500 worth of genuine Indian love beads from Dirsey Flowers for resale in her boutique in downtown East Birdwatch.

Anastasia said that Dirsey had spent the night of November 11th at the home of her parents and left after a pleasant breakfast on the morning of the 12th.

When police tried to locate the janitor of the bank, Elwood Smith, he had apparently disappeared.

Miss Ellington stated that her brother Howard, when strolling to Taylor's Diner for coffee about 11:00 p.m. on Thursday, November 11, had seen Mr. Smith running from the bank.

Mr. Smith was found by the F.B.I. in Dogwalk, Georgia, on November 12. He had arrived there via Southern Airlines Flight 414 at 5:00 p.m. on the 11th.

The airline clerk confirmed the time of Smith's arrival.

Mr. Greenbags was the only person who had a key to the vault.

There were no planes out of Dogwalk between 4:00 p.m. and 7:00 a.m.

In addition to keeping payroll records, Mr. Ellington was in charge of the dynamite supplies of the Acme Construction Company.

Mr. Greenbag's half-brother, Arthur Nodough, had always been jealous of his brother.

Nodough always got drunk on Friday nights.

Arthur Nodough appeared in Chicago on Monday, November 8, waving a lot of money.

Arthur wanted to marry Camelia Smith.

Miss Ellington said that Smith had often flirted with her.

Mr. Smith's father, a gold prospector in Alaska, had died in September.

Mr. Greenbags waited in the terminal at O'Hare Field in Chicago for 16 hours because of engine trouble on the plane he was to take to Mexico City.

ANSWER: The Ellingtons collaborated to rob the bank, Miss Ellington supplying the front door key (borrowed from Mr. Breenbags) and Howard supplying the dynamite.

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

D.G.E. BOMB SHELTER

The Bomb Shelter exercise has been very popular with the 5th and 6th grade classrooms it has been used in, especially when the classes have been made up of mostly (2/3?) average readers or better.

It does take about 1 1/2 hours. The leader must have 1 copy of the instructions (a) and enough copies of the other 2 sheet (b) and (c) to let each person have a copy of both. The instruction sheet is fairly explicit. Step 2 means read the top part of the rating sheet (b). Step 3 means let the children read the role sheet (c) or leader read it to them. Step 8 allows the leader to help the discussion go smoothly.

D.G.E: BOMB SHELTER

Instructions To The Group Leader
(D.G.E. = Developmental Guidance Experience. re.: Dr. Moy Gum)
adapted from Dr. Moy Gum's exerise for high school

2 minutes (1) Get into 4 groups of girls and 4 groups of boys

3 minutes (2) Explain what will happen

5 minutes (3) Give students time to read each role

A. Dr. Williams: 34: just completed 2 years in surgery internship
B. Mrs. Jones: 28: good at canning and sewing
C. Mr. Mando: 41: the joker
D. Mrs. Marsh: 30: school teacher
E. Rev. Winston: 35: studied about the way people live
F. Miss Lewis: 19: beautician; picky about food
G. Mr. Jacob: 23: athletic builder
H. Mrs. Walsh: 28: scientist; doesn't keep self looking nice
I. The psychologist: 31: owns the house and shelter

2 minutes (4) Each individual rate who gets to live

8 minutes (5) Allow 5 minutes for group to discuss their roles and 3 minutes to pick the spokesman

2 minutes (6) Each individual rate who gets to live

3 minutes (7) Lay out the rules:

A. Only one member from each group may speak at a time
B. If an alternate to the spokesman is talking he must move into the inner circle
C. No physical violence
D. 20 minutes after beginning this section we will have 10 minutes till the effects reach this house; we should select who gets to go to the bomb shelter

(8) Counselor plays psychologists role

30 minutes (9) 30 minutes after beginning, point out if we're not in the shelter we're all dead.

5 minutes (10) Have each individual rate who should get to live; 1 most definitely, 2 next, 3 etc.

10 minutes (11) 10 minute discussion of the whole thing.

---

1 hr. 10 minutes

D.G.E: BOMB SHELTER

Today we're going to use a game to talk about the way we feel about things:

We have a situation in which a psychologist is having some friends over for the evening and after they get there the radio announces that a H bomb has been dropped and that by 1/2 hour from now the effects will reach the psychologist's home. They announce that in order to live people must spend at least 60 days in a bomb shelter. He announces that it must be remembered that bomb shelters must not be over filled or everyone in them will die.

The psychologist happens to have a bomb shelter that will support five people for the time required, but, with any more than five, the water and air cleaning systems would break down and all would die.

The group decides to have a discussion to decide who will get to live and who will not be allowed in the shelter. They agree that they will not use violence to decide, but by discussing it and voting it will be decided within 20 minutes who will get to be in the shelter.

Rate the following with this idea in mind: Put a

1 before the letter of the person who should most definitely be in the shelter.
2 before the person who has the next best right to be in the shelter
3 " " " " " " " " " " " " " "
4 " " " " " " " " " " " " " "
5 " " " " " " " " " " " " " "

1st rating	2nd rating	3rd rating	
_____	_____	_____	A. Dr. Williams
_____	_____	_____	B. Mrs. Jones
_____	_____	_____	C. Mr. Rando
_____	_____	_____	D. Mrs. Marsh
_____	_____	_____	E. Rev. Winston
_____	_____	_____	F. Miss Lewis
_____	_____	_____	G. Mr. Jacob
_____	_____	_____	H. Mrs. Walsh
_____	_____	_____	I. The psychologist who owns it.

Please put the letter of the group you were in here: _____

D.G.E: BOMB SHELTER

A. DR. ROSCOE WILLIAMS: is a medical doctor. He finished going to school 3 years ago and has been working in a surgery part of a hospital since he finished school. He is 34 years old; has been in the Marines, but was discharged when he got shot in the leg causing him to limp.

B. MRS. JENNIFER JONES: 28 years old, a married woman who has had two healthy children. Her hobby is fixing fresh foods so they will not spoil for a long time. She is also very good at sewing things.

C. MR. ADAM RANDO: is a joker who is 41 years old. Everyone likes him because he is always able to be fun: when someone is feeling bad Adam can always make them feel good again. He's a fat man who gets tired sort of easy.

D. MRS. MARILYN MARSH: a school teacher who has taught all of the first 4 grades of elementary school. Is 30 years old and in very good health. She does wear eye glasses and can't see without them.

E. REV. RALTH WINSTON: pastor of the church that these people attend. Has gone to college to study about the way people live, is 35 years old, married.

F. MISS JACKIE LEWIS: is a young attractive woman, 19 years old. She finished high school, but it was hard for her to do it. Since then she has learned how to fix peoples' hair and she is working as a beauty operator in a beauty shop. She is healthy, but she is very "picky" about what foods she eats. She refuses to eat many foods.

G. MR. JOHN JACOB: is a 23 year old athlete; he is a football player, but he is also a guy who likes to build things. He's built his own home almost from the bare beginning.

H. MRS. ERNESTINE WALSH: she is a very unusual woman because she is a woman who knows all about science. She is 28 years old, but she never really dresses nice or fixes her hair and face so she doesn't look very good. She really knows a lot about science, though, like how to build air cleaning and water cleaning systems, not to mention all she knows about electricity.

I. MR. JOHN JOSEPH: a psychologist who has invited the above people to his house for a discussion of neighborhood problems. He is the only one in the neighborhood who owns a bomb shelter which would protect people for 2 1/2 months. It's maximum safe capacity is 5.

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

FRACTURED CIRCLES - Communication Skills Game

Objectives:
1. Use non-verbal communication skills to complete a task.
2. Observe and discuss groups interaction during problem solving situation.

Procedure:
1. Divide class into small groups - 4 to 5 each.
2. Each group is assigned a color - i.e., red, green.
3. Each person in the group is given a "puzzle". i.e. Each person in the green group receives a green puzzle. The puzzle is a circle of green paper/ cardboard that has been cut into 3 pieces. Each circle has been cut differently so that there is only one solution to each puzzle.
4. The puzzle pieces in each group are mixed within the group, i.e., all green puzzle pieces are mixed.
5. Each person is given 3 pieces that do not make a circle.
6. The object of the game is to try to
   a). be the first person to correctly complete a circle
   b). be the first group to complete a puzzle.

RULES: No verbal communication
No leaving the group

GAMES & ACTIVITIES PROMOTING COMMUNICATION SKILLS

WHEN "CONFUSION" REIGNS *

Before trying out "Confusion," two cautions may be in order:

1. "Confusion" demonstrates to the children that when communicating back and forth we are as influenced by what is said to us and how we feel about it as we are influenced by our own thoughts. The game involves some benign deception, but it's all in a good cause-it provides grist for a really exciting open-ended discussion.

2. That brings up the second caution: Don't lose sight of the main purpose of this activity-to find ways to conduct better class discussions. "Confusion" is only one small part of the lesson. It's what follows that counts.

Now on to "Confusion":

The teacher sets up confusion by giving deliberately misleading feedback to the students. You can usually expect frustration, anger, confusion and the beginnings of the "bending" response to authoritarian pressure to appear. The children later find out how they have been deliberately misled, how easy it is to be taken in by subtle pressure and how people often act under that kind of stress. It may also be a kind of innoculation for later life, when other, more real pressures occur.

Time required: one or more class periods.

Materials needed: One copy of the following list for each student (or you can write it on the chalkboard). Be sure to copy the list exactly as written, mistakes and all.

1. The quick brown fox jumped over the the lazy dog's back.
2. Who was the 2nd vice-President of the United States.
3. How many dozens in a dozen?
4. How long is a China man's name?

Any statements can be used, but four seems to be a good number for most groups. If you add any statements to the list, you can inject a further element of confusion by making them rather broad, philosophical statements that are thought-provoking.

We know that any time a teacher asks students-within a school setting-to respond to anything that remotely resembles a question, most children assume there is a right or wrong answer. In this game, three of the four statements are impossible to "answer." In addition there are typographical errors that confuse the issue further. Do they respond to the meaning of the words or the peculiarities of the printing? Is there a right answer? And yet they feel they must answer something. In addition to this confusion, the teacher responds to the "answers" capriciously. With these conditions, we can predict intellectual and emotional frustration.

Previous assignment: None in particular, although the previous lessons in this series may be helpful for setting up the children to discuss this lesson.

* Long, B. E. When Confusion Reigns. Grade Teacher, Jan. 72, pp 44-46, pp. 93-95.

DIRECTIONS

Ask each student, in turn, to respond aloud to one of the statements on the list. Student #1 answers Statement #1; Student #2 answers Statement #2, and so on. Thus, Student #5 answers Statement #1, and the students continue responding to the four statements over and over again in order.

What the students don't know is that you will be responding to them according to a predetermined formula that has absolutely nothing to do with what they say. You are going to have a set series of responses that follow a specific pattern; at the same time, however, they must feel that you are responding to what they are saying. If you can memorize your sequence of responses, it will look better, because you won't have to glance down at your list. Use these four responses:

1. "Yes."
2. "No."
3. "Maybe." (Smile, and vary the expression each time, implying that the student has the "right answer" but you're not stating that specifically.)
4. "Mmmmm." (Frown, questioningly. Vary this also, implying that it's not quite right, and maybe even "wrong.")

It isn't very complicated. (First, be a good actor.) You are simply planning carefully in advance to mess up the usual way we deal with one another. The kids are already programed by the nature of the school to expect the teacher to pass on their answers in class. This is the way people operate. We usually respond to what the other person hasto say (or do we?). At any rate, this time you're not doing that. It will really shake things up until they catch on-and that may take a long time. You've seen to it that the statements the kids will be responding to are really nonsense. How much of this will they stand for?

Apply your responses according to a formula. It will be easier for you to make the number of responses a multiple of four (that is, a multiple of the number of statements you'll use). Eight is a good number. It allows you to give a different response each time a number comes up and isn't too long to confuse you. You might set up a sequence of responses something like this:

Statement #1 - "Yes"; Statement #2 "Maybe"; Statement #3 - "No"; Statement #4 - "No"; Statement #1 - "Mmmmm"; Statement #2 - "Yes"; Statement #3 - "Mmmmm"; Statement #4 - "Maybe."

As the game proceeds, all the children will know who is responding to what all the time. Your nonsequiturs will become very apparent very soon. You can bet some group solidarity will develop shortly thereafter. This will vary according to class. Individual differences in response to you will become very evident. Some will knuckle under. Others will howl in indignation. Considerable anxiety should be evident fairly soon.

THE RULES

Tell them: Here is a list of statements. When I call on you, answer ONLY to the statement I ask you about. DO NOT READ THE STATEMENT ALOUD. JUST ANSWER IT. Don't respond to any others. This is a different kind of question game.

When everyone is set, continue: This experiment depends upon sticking close to the rules. No matter what I say to you after you answer, you have to take my ruling on what you say. Or say something close to this.

You are setting yourself up as an unquestioned, ultimate authority. They will argue anyway, in many cases, but you want them to feel the pressure of arguing against a powerful, dictating authority. Don't give an inch.

Make sure they are clear on what the rules are, and then don't worry about the rules any more. Rules are for breaking in this experiment. Be prepared to get some strong argument-occasionally during the game and often during the discussion. Don't be trapped into giving away the key to what you're doing until you're ready. You might get a big explosion, which will actually be very useful for discussion purposes later.

Call on student number one. Say: Read statement number one SILENTLY! Don't read it aloud! Now answer it.

You just know that someone's going to read it aloud. Someone will get all mixed up and do the wrong statement, or try to read them all, or whatever. Control it the best you can.

You'll give your pleasant "Yes" to number one. Go on to number two who gets a smiling "Maybe." Continue through the class. If you have 30 to 40 children, make it snappy. Don't stop until everyone in the class has had a chance to be taken down your primrose path. Be sure you don't get mixed up.

You may find that some children will become irritated with you, or with themselves, or even with each other. Some may catch on. If possible, try to muzzle them. If there are many children in the room, those who catch on may still succumb to suggestion later and fall for the trick, even though they didn't at first. At any rate, some frustration should appear, displayed in numerous ways. Try not to let this bother you. After all, this is what you're after in this experiment. At any rate, you have now deliberately developed a pretty intense level of frustration and confusion here and there around the room.

DISCUSSION AND FOLLOWUP

We're going to work out the discussion along the model of thinking, learning and concept formation that is the theoretical basis for this course. It is supported by a great deal of research in psychology and physiology. After all, if we have some inkling of how kids learn, then why not try to use that model? It's the best we have so far. It's also the most direct route to an open discussion along exploratory lines because it fits the way the kids think (see Model For Open-Ended Discussions at the end.)

THE EXPERIMENT

You've provided your students with an experience now. (In the case of the "Confusion" game previously desbribed, it's been a very powerful, emotionally-toned adventure. They're not down off the ceiling yet.)

While the children are stimulated by the experience, discuss it. But before you start. . . .

DUMP, really dump, all your previous ideas about "teaching." Right now!

We don't know anything about people. We don't really know anything for sure. We don't have any facts as such. We only have probabilities. So, if you don't have any facts to teach, how can you teach?

Easy. You teach how to observe, analyze, synthesize, abstract a concept, retest and internalize. You don't even teach "how." You arrange matters so they can have practice in doing those things. They teach themselves. For instance, you help them watch for the evidence until they have worked out together some probabilities. You'll see. Observe. . .

OBSERVATION

While they were in the midst of that maddening experience with you, they were observing, and you can bet they were remembering. They can't be separate from the experience. (They couldn't even if they were running rats through a maze. There's a marvelously complicated and slightly depressing-sounding physics law that says the same thing.) Never mind. Man is the only animal that seems to be aware of himself. Imperfectly as we do it, we can still try to observe objectively. So, ask them to run through what happened and observe in retrospect what went on during the experiment. That's always the first step.

Have them "gather the data." In this instance, get them to review the information they have about what happened. Remember, we're using the "Confusion" game since we don't have your experiement. Using that experiment as the basis for the discussion begin first by asking a general question:

What was happening? Lots of diverse information is thrown in.

Then a specific question:

What was I doing? More manageable response, but still open-ended. You know. Do they? You were unpredictable, dictatorial authority applying unfair, nonsensical feedback and stirring up a whirlwind. Did they catch on to the formula? Did they notice there even was one? What did the OBSERVE? As the man said, "Facts man; just the facts!"

What did you do? Howls of rage ... Giggles ... Surprise... (Have they caught on yet? No, you aren' going to give it to them on a platter.)

How did you feel? Go on, let them talk a little. Feelings are data, subjectively reported in a widly hopeful attempt at objectivity.

How do you feel now? What is it like? By now they have probably caught on. Somebody must have seen through your nasty ways. Their reaction to duplicity that was, after all, kindly meant is bound to be complicated.

How did you feel? Oh, brother....

Did anybody notice a mistake in the writing of the statements? Where? You've thrown in a complete new variable. It can open up talk about mental set, perception, mutual interference of conflicting stimuli, etc. Don't throw it in unless you're up to it.

ANALYSIS

What was happening? What was I trying to do? Did it work? Surely they have caught on by now. Get them to put the design of the experiment into words. Sometimes it all comes in a rush, and you hardly have to do this careful step-by-step procedure.

How many of you caught on? How many of you were angry? Frustrated? Puzzled? What else? They are analyzing the data now. Measurements and counting are important here. They're analyzing the data by category and frequency. If they don't reduce it to its elements, the experience can't be used later in any comparisons or reapplied as a template for future reference.

They are beginning to sort it all out so they can fit it in together for themselves. They'll try it this way and that way.

SYNTHESIS

They're pulling it together now-seeing it as a whole. They fit this experience into the matrix of all they have lived with before. It helps in validating their perceptions. They also have to fit it in, or it just slides through.

Where would this apply to real life? Give some examples. You didn't know you were raising a bunch of rebels, did you? They have all been there before, you know. So have we.

Have you ever felt this way before? When? Are you really ready for this one? They're sure to tell you, given half a chance. After all, how often do kids have the opportunity to rail against unfair authority that was only experimentally unfair, as well as give other examples while their feelings are fully accepted as valid?

You're opening the doors for official recognition that feelings are important and are a valid element of the data they have collected. You're accepting additional, confirming evidence of the existence of a phenomenon of behavior. You're telling them to "review the literature" which is just a repository of additional related experience. They're fitting it into real life for later use. In order to do that, they go one step further:

ABSTRACTION

I remember the sixth-grader who told some first-graders that psychology is "studying about . . . um . . . life"! So, you ask:

What does all this mean? What principles of human behavior were operating here? What's a rule of thumb? How does this work in real life?

This is the part that matters. This is what the discussion should always lead to. It's all very well to deal with specifics, but how can we use what we've learned? Now comes the real concept formation, and resynthesis into their own matrix of ideas. This is what it's all about. Once they start "growing their own concepts" and fitting them within their own framework of experience, then and only then can they use them to deal with and predict future events. We cannot predict what they will have to live with. We can only help them grow some ways of seeking information and developing their ideas about behavior built upon experiences that are open-ended. Models can be worked out for future reference. They are called "theories"; and sometimes only hypotheses that will be tested over and over.

The particular experiment we used as our example is a powerful demonstration of the way in which we use feedback. We seem to depend upon the responses we receive from others to a much greater extent than we would like to think. (The kids can come up with a theory like that. I've seen them do it.) Furthermore, we may believe that we are perfectly sure of ourselves and our correct response to a question. However, we are made relatively uneasy if another person-especially someone in authority-tells us we are wrong (regardless of the accuracy of his statement). We are also influenced by being told we are right, even when we know we aren't. Watching others being treated with mixed signals is also unsettling. The kids just experimented with these conditions and will tell you so.

The children may want to talk about how important listening is; that they often feel frustrated when they realize they've been trying to tell somebody something, and the response they get is irrelevant. This could lead to quite a discussion about empathy, listening carefully, feedback, etc. Be careful that you don't say it. It will begin to sound like preaching. Also, your veracity is a little in doubt right now. Let them bring it out, and then l'sten!

Now it's time to make it stick, so:

RETESTING

Whenever we develop a new concept, it has a certain fragility. It's hooked rather tenuously to that same old set of ideas we've been carrying around for a long time. It can shake loose under stress. So, besides finding validation for a new idea in past experience, we retest. Haven't you noticed? We're all scientists. We just don't know it. Claude Levi-Strauss pointed that out in his book, The Savage Mind (University of Chicago Press). It's the only way we know how to think. It's the way our brain works. Honest.

In this case, you have a very useful gambit. This particular experiment lends itself nicely to replication. Any experiement can, of course. What are the lower grades for anyway! Your students can try this out on those younger children and feel very big. They can switch it all around.

Try it this way:

You know, I gave you the statements all at the same time. What would happen if we did it another way? What if I handed round a single card with the statements on it, and asked each of you to answer in turn, so that nobody else knew exactly what you were answering?

"What would happen. . .?" is a glorious opening to safari research. "Let's go out into the jungle and find out what's there." With this laternative method, each child would be all alone against authority, not knowing for sure if the others were also being treated unfairly. We predict the anxiety would probably be worse and group solidarity would be less.

Let them play with it awhile. They honestly think they don't know how to conduct an experiment. Let them make some hypotheses about what would happen. They may prefer to use the same group method, but substitute other questions.

Nevertheless, when they seem to have settled on a play or two, say:

Okay. Well, would you like to find out? Those of you who would like to try it out on another class, let me know. Be sure you state clearly in writing what you think might happen and how you're going to know if it does. Where are you going to try it? Stampede!

Meanwhile, you have the veto on research design, hypothesis design, "laboratory animals," etc. This is retesting It's putting Piaget's renversibilite to work. It's making sure it sticks. It's also testing the validity or truth of the idea, and testing the reliability of results.

INTERNALIZATION

After you learn to use a new idea, it just becomes a part of you. That's all. But you have to learn how to use it. You have to test the idea out. Then it isn't "book learning" any more. It's real. And, if it has to do with human behavior, it helps a lot in living.

PROJECTIVE EDUCATION

So here we are, back at the beginning again. Some of the students will be making new hypotheses to test, and they'll go around again. If they don't do it on this experiment, they will on another. Then the whole process begins again. It never ends, anyway.

You've been pinning the entire session on what is going on inside the kid's heads. The specific "Stuff" that they take in is what they reach for and put in for themselves. There is no "point" to the experiment-there are several ideas which may have come out rather clearly. I simply cannot imagine how you couldmake a test that would measure what they learned. But they could tell you by using it and inventing a new experiment based on some of the notions they pulled together today. Probably, each one would do it a little differently. It's really just more practice in "thinking about . . ."; in this case, human behavior.

Now take another look at the article at the end on Open-Ended Discussions and see if it's clearer. Your discussion will be following that pattern. Never mind if your students compress the steps or skip some. They often do. The chart is simply a blueprint to help you feel what the general direction and structure of an open discussion are likely to be.

We can't give them information any more . . . if we ever could. There's too much. Nobody can keep up with all that is coming out in all the various subjects. It's all changing too fast, anyway. Whatever is law today is superceded tomorrow. All we can do is help them learn how to learn and how to think efficiently; and to use each other's heads, playing leapfrog into a world 20 years from now that ticks to a different set of rules and timing. Once we get over our panic at all the changes, we can relax and enjoy it along with the kids. We need to learn how to live with change, too.

FINAL COMMENT

The experiment used (the "Confusion" game) may seem a little brutal. After all, we have deliberately set up conditions so that the children are, as a class, mystified, anxious, frustrated and even a little frightened. They thought they could trust you, the teacher, after all these months. Now you seem to have doublecrossed them. You may be frightened at the effect you have created so easily.

The reason is very clear and direct. We do not, at present, have a built-in formal program to help children grow in their ability to cope with stress. We know that it is in the nature of things to expect incidents of the type we've planned for in this lesson to occur from time to time in anyone's life. We cannot hope to tell a child exactly "what do to" when the stress comes. However, we can give him a little practice with stressful conditions within a carefully protected setting so that he is not mystified by his own reaction later. He will at least recognize what he's up against. That recognition sometimes helps.

Teaching the behavioral sciences to children is not a simple matter of providing encapsulated information. It has great meaning for both teacher and student. We might as well face that and use our knowledge wisely for all the purposes possible.

LEARNING NEW ROLES

In the previous activities students will have become aware of the different parts they can play in the on-going discussion process. They will have discovered as early as Skill 3, for example, how some group members apparently feel more comfortable than others in assuming leadership. They may have noticed that some leaders initiate only the procedural aspects of the discussion ("Okay, let's get down to work now. Who wants to go first?"), whereas others will assume a large part of the actual work ("I think that Mr. Jones did it, because of the blood in his hall.") At this point students need to be shown other roles that a member can play from time to time in the discussion process. They need to understand why these roles are important and when playing them is appropriate.

GAME

Explain in some detail each of the following roles that a group member can assume at various times during a discussion:

Initiator
- Helps start discussion
- Organizes the group
- Introduces new ideas
- Raises new questions

Clarifier
- Asks for additional information
- Requests definition of vague terms
- Raises questions about previous contributions

Summarizer
- Brings group up to date on their progress
- Indicates where they stand on the issue
- Points out areas of agreement and disagreement

Evaluator
- Keeps group posted on how well they are attaining their goals
- Points out weaknesses in process

Then give the group a topic to discuss, either a controversial issue or a subject-matter problem. Distribute slips of paper, each of which indicates one of the following roles the recipient is to play:

Initiator
Clarifier
Summarizer
Evaluator
Observer (moves outside the group to watch)
Contributing Group Member

Instruct students not to tell anyone the role they have been assigned to play; they are to reveal it through their behavior during the discussion. After the discussion, the group tires to guess who was playing each of the roles.

FOLLOW-UP

Discuss the ways in which these roles help the group to accomplish its goals. Ask for suggestions as to how the roles might be played more effectively. Let observers share their impressions of how the group worked.

SECOND TRY

Repeat the procedure with a new topic and permit students to play different roles.

ARRIVING AT CONSENSUS

Perhaps the most sophisticated yet most valuable skill that a group needs to develop is the ability to arrive at a group solution to a problem. Members need to feel that by working together they can produce a solution or conclusion that is superior to what they could accomplish working alone. The need to understand that compromising or changing one's opinion to further the group's goals is sometimes desirable. And they need to see that their individual contributions are important, not because they make one look good in the eyes of others but because they are essential building blocks in working out the group answer to a problem.

This skill was touched on in many of the previous games and exercises. It requires an attitude students have probably been aware of during the entire developmental sequence, but it is approached here in a more systematic way, to sharpen students' understanding of the process and to reinforce their previously developed skills. The game, perhaps the most complex one presented so far, requires students to use the best skills they possess for solving a problem. It will demonstrate to them the difference between results attainable by an individual and those attainable by a group. It will also encourage them to think through their own ideas when challenged by other members of the group.

GAME

This "Lost on the Moon" game, devised by Jay Hall, associate professor of management, University of Texas School of Business Administration, is based on actual work performed by the National Aeronautics and Space Administration.

Distribute to each member of the group a copy of the following problem:

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crashland at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. The fifteen items left intact after landing are listed below. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through the least important, number 15.

_____ Box of matches
_____ Food concentrates
_____ 50 feet of nylon rope
_____ Parachute silk
_____ Portable heating unit
_____ Two .45 caliber pistols
_____ One case dehydrated milk
_____ Two 100-pound tanks of oxygen
_____ Stellar map of the moon's constellation
_____ Life raft containing CO_2 bottles.
_____ Magnetic compass
_____ 5 gallons of water
_____ Signal flares
_____ First-aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter

The game can be played in several different ways, depending on the amount of time the teacher wishes to devote to it or on what special needs the group has. The quickest, simplest use of the game is for the group to set to work immediately trying to arrive at consensus as to how the items should be ranked. Students should be reminded that their rankings must represent agreement by all members of the group and may not be arrived at by simply taking a majority vote. (A brief explanation of the concept of consensus, contrasting it to disagreement-reducing mechanisms such as vote taking, dictatorial rule, etc., might be helpful.) For this simpler use of the game, give the following instructions:

1. Read the problem explained on the distributed sheets.
2. Your task is to solve the problem as a group.
3. The only "catch" is that your answers must be agreed to by every member of the group. This will require that you spend a fairly long time talking over your ideas about each of the items and sharing any information you have that could help the group. While you should not be unduly stubborn, neither should you give in simply to speed the work of the group. Often one hard-headed member can save an entire group from making a serious error.
4. When you have made a final decision, record your group answer on a fresh copy of the problem and compare it to the answers prepared by the NASA.

Below are the correct rankings for the items, as determined by the space-survival unit of NASA:

15 Box of matches (little or no use on the moon)
4 Food concentrate (supply daily food required)
6 50 feet of nylon rope (useful in tying injured, help in climbing)

8	Parachute silk (shelter against sun's rays)
13	Portable heating unit (useful only if party landed on dark side)
11	Two .45 caliber pistols (self-propulsion devices could be made from them)
12	One case dehydrated milk (food, mixed with water for drinking)
1	Two 100-pound tanks of oxygen (fills respiration requirement)
3	Stellar map of the moon's constellation (one of principal means of finding directions)
9	Life raft (CO_2 bottles for self-propulsion across chasms, etc.)
14	Magnetic compass (probably no magnetized poles; thus useless)
2	5 gallons of water (replenishes loss by sweating, etc.)
10	Signal flares (distress call with line of sight)
7	First-aid kit containing injection needles (oral pills or injection medicine valuable)
5	Solar-powered FM receiver transmitter (distress signal transmitter, possible communication with mother ship)

FOLLOW-UP

After the group has checked its answers against the ranking above, encourage them to evaluate their performance. Raise the usual questions about organizing, what roles different members played, and stumbling blocks encountered during the discussion. Then focus on the difficulties inherent in arriving at complete agreement:

How did the group go about dealing with conflicts and disagreements?
Which members felt they had to give in to group opinion?
Was this good or bad?
Would taking a vote on each item have been easier?
Would it have been as effective?
Why is vote-taking necessary?
Is it always desirable?

[3] Stanford, Gene & Stanford Barbara Dodds Learning Discussion Skills Thru Games Citation Press N.Y. 1969

SECOND TRY

A more complex approach to this game, and perhaps a more valuable use of it, is to allow the individual members to rank the items before they join the group. The results of their working on their own can then be compared with the group results, and students can see the difference between the two. Using the game in this way might well require more than one class period; if the group works carefully, the game can be expected to take between one and one-half and two hours. For this more thorough use of the game, give the following instructions:

1. Read the problem explained on the distributed sheets.
2. Working entirely on your own, solve the problem by ranking the items in what seems to you to be the best order.

When students have finished, collect their papers and distribute fresh copies of the problem. Instruct students to form small groups of five to ten members, seated in a circle.

3. Now, try to arrive at a group solution to the problem. The group ranking must represent agreement by all members of the group and may not be arrived at by simply taking a majority vote. This will require that you spend a fairly long time talking over your ideas about each of the items and sharing any information you have that could help the group. While you should not be unduly stubborn, neither should you give in simply to speed the work of the group. Often one hard-headed member can save an entire group from making a serious error.

While the group is trying to arrive at consensus, the teacher can begin scoring their individual rankings:

1. Next to each item, jot down the difference between the student's ranking and the NASA ranking. For example, if the student has written 5 and NASA says 14, write down 9; or if the student says 7 and NASA says 2, write down 5.
2. Total the numbers you have jotted down. This is the individual score; the lower it is, the better the student's performance.
3. Average the individual scores to arrive at an indication of how the group did in general when working alone.

After the group has agreed to its ranking of the items, score the group results in the same way as the individual results. Then compare the group score with the average individual score. This will give an indication as to whether the group, working together, was more accurate than when working as individuals.

ENCOURAGING CONTRIBUTION RATHER THAN ARGUMENT

In their eagerness to show off their own knowledge or to cut others in an argument, most group members have a tendency to discourage the contributions of others rather than throwing them out. This problem was probably graphically demonstrated in the way the group attacked the mystery-game problem. Most persons seem to respond in ways that either "cut down" the speaker and cause him to regret ever having opened his mouth or that engage him in a battle of wills, seeing who can win the argument. Students need to learn new ways of responding to other persons, ways that will encourage them to continue talking rather than to withdraw.

The exercise explained below gives each group member a chance to practice new responses. His task is to draw out the other person and in doing so he can utilize any type of response so long as he does not argue.

GAME

One group member chooses a topic to talk about, preferably something significant in his interpersonal relations. If the group is sufficiently unified and accepting of one another, a teacher might request that the topic deal with "a problem you do not generally like to talk about." If the group is still suspicious of one another, a less threatening topic will be necessary, perhaps a question such as "On what basis do you choose your friends?" or "What's your biggest problem at school?"

Before the speaker begins to discuss the problem or issue, appoint a member of the group whose role will be to listen in depth to the speaker and encourage him to keep talking. List on the blackboard and explain the various types of responses that help elicit contributions:

Raising questions ("When did you first begin to feel this way?")
Being supportive ("I have also felt that way, so I can sympathize with you.")
Clarifying ("Do you mean that your father frequently beat you or only threatened to?")
Reflecting what the speaker says or feels ("You apparently are very angry at your father for what he did.")
Giving examples from one's own experience ("A similar problem confronted me last year; my parents wouldn't let me use the car for dates.")

Remind the "listener" that he cannot under any circumstances take issue with the speaker. He must keep his own views out of the discussion and not try to prove the speaker wrong. Instruct the other group members to listen carefully to evaluate the effect of the listener's responses. They should note whether he ever argues and if he is successful in drawing out the speaker.

FOLLOW-UP

Ask for a report from the observers. Ask the speaker how he felt about the listener's responses.

SECOND TRY

Continue the activity until all members have been both speaker and listener, or let the group break into pairs and practice in-depth listening without the group observing.

This activity is designed to demonstrate the impact of words upon individuals. The students are given the list of words and are asked to react to each word by rating it as pleasant, unpleasant or neutral (no feeling).

Enough time should be allowed to complete the list, approximately 5 minutes. The list is then turned in without comment and the students are handed sheets marked Table One. The students are given five minutes to recall as many words as possible and the rating they gave it. The list of recalled words is scored and a percentage is computed.

Discussion at the end of the exercise should include:

1. Was it easier to recall unpleasant words or pleasant words? Why?

2. What factors make a word unpleasant to us?

3. Did the group agree as to which words ere pleasant or unpleasant?

PLEASANTNESS AND UNPLEASANTNESS OF WORDS

Word	Affect (P,U,N)	Word	Affect (P,U,N)
1. mother		24. danger	
2. mountain		25. sunshine	
3. murder		26. vapor	
4. treasure		27. fear	
5. corner		28. love	
6. entrails		29. picture	
7. courage		30. hunger	
8. zone		31. prestige	
9. pus		32. weather	
10. freedom		33. wreck	
11. turkey		34. wealth	
12. vomit		35. weakness	
13. knowledge		36. book	
14. publish		37. success	
15. failure		38. suggest	
16. virtue		39. poison	
17. telephone		40. sweet	
18. death		41. swimmer	
19. velvet		42. putrid	
20. sparrow		43. health	
21. disease		44. syllable	
22. flower		45. jealousy	
23. universal			

GAMES & ACTIVITIES

PROMOTING

POSITIVE FEELINGS & GROUP UNITY

The following exercises are aimed at promoting positive feelings and group unity. As such, they are most effective as beginning exercises.

FAMES & ACTIVITIES PROMOTING POSITIVE FEELINGS & GROUP ACTIVITY

GROUP ACTIVITY

This game can be used to enhance group awareness. The students discover the varied interests and abilities of their classmates.

A. Have students fill out ditto on facts about themselves. (name, birthdate, number of brothers, number of sisters, favorite T.V. program, favorite color, lucky number, facorite sport, favorite hobby, favorite book or story, the best thing about me, favorite food, my neatest clothing outfit, etc.) Make sure there isn't any conversation going while they are filling the papers out, not even how to spell a word. (Because others might hear and that could give away who the person is one the game starts). Divide the team however you wish - boys against girls, one row against another, etc. Read off 2 clues to the class without telling them who the child is or what sex they are. After both teams have made 1 guess to the identity, add another clue, continue until the person is correctly identified. Mark the score. You may have to talk about fairness about not giving themselves away if they are the one being described. I also have the teacher fill out this form so that she, too, can participate. It helps in bringing the group closer together and for her to reveal something about herself.

B. As a floow up exercise, it is suggested that instead of the factual clues given above, that some feeling types of descriptors be included (Name, Favorite color, favorite song, I feel happy when..., I feel sad when ..., the future looks..., I feel good when..., I hope I'll never ... - see incomplete sentence list.)

GAMES & ACTIVITIES PROMOTING POSITIVE FEELINGS & GROUP UNITY

GAMES

"I'M SORRY"

Have class arranged in circle. Use specially prepared pieces of paper or small beads placed in a container which is located in the center of the circle. All pieces of paper have one symbolic meaning,... "Im Sorry." After a few appropriate comments to establish a mood invite those who wish, to come forward, take slips of paper and hand to a pupil who at some time during the week was offended. No words need to be spoken unless they want to share verbally as well. The offended party by accepting the paper is indicating an acceptance of the apology. Some pupils may not even realize or remember they were offended. What is important is that the offender wishes to express "Im Sorry let's try a new start.

The children need to be reminded that they may injure or offend another within the next hour, but it is nevertheless good for all concerned to attempt a reconciliation periodically.

"BACK TO BACK"

Grades 1 to 6 Number can play - 10 to 40.

Choose partners and stand beside partner. All players except one are in couples back to back, and scattered over the room. Teacher calls such directions as "Toes to Toes", "Side by Side", "Heels to Heels", "Knees to Knees", but when she says "Back to Back" everyone tries to get a new partner. Odd player tries to get a partner. If there is an even number have one stand out while other is being the odd person. Then rotate the extra one in and bring the other one out.

"12 UP"

Grades 1 to 12 Number to play - Up to 40

Closed circle is formed with chairs leaving two or three pupils standing in middle. Using month of birth as identity, leader calls out names of two or more months in rapid succession. When birth month of pupil is called, he must immediately leave his chair and find a vacant chair. Meanwhile those in center of circle also attempt to get a vacated chair leaving someone else to stand in the center. When the leader yells "12 - Up" all pupils must exchange seats.

One of the most effective games ever used for creating instant fun and positive feelings. Leader must keep game going at a <u>rapid pace</u>.

GAMES & ACTIVITIES PROMOTING POSITIVE FEELINGS & GROUP UNITY

GAMES

"MACHINE"

Grades 1 to 8 Number can play - 10 to 30

Requires relaxed uninhibited atmosphere. Each person becomes part of a machine. Pupils start by forming a circle. On signal, one at a time, pupils may enter the center of the circle and become a part of the human machine i.e. the first to start may choose to move one arm in a back and forth motion while uttering an appropriate "machine sound"...the second, third, etc. persons enter the circle and using one hand to grasp or touch a part of the machine use the remaining hand, legs, head, etc. to make a constant, "stiff" machine movement. The machine moves in place until all pupils who wish to participate join in.

In most instances a class will want to try this a second time.

SELF - CONCEPTS

This is an excellent method for building positive self-concepts of all students. It does take 3-5 sessions to complete but the affective gains are rewarding.

List all the students names on the board (or ditto them off.) (They will probably add their teacher's name and yours) Have them copy the names down leaving 3 lines between each name. The names can be placed on one side of the paper and only down in one column. Talk about how we can raise a person's self-concept (you may want to do this at the beginning of the lesson). One way is to say something nice about someone. Thus we are going to write something positive about each person in the room. Be honest and say to them that, at first there will be some students in which you can't find anything positive about them. Then it's up to the writer to observe that person more carefully - because there's something good about everyone. Explain that it may not be something that that person did for them, but maybe he was helpful to another student or he was quiet when he was suppose to be, etc. Go around to each student and help them. Usually have them start out with writing about their best friend - just because it's the easiest. The hardest for them is writing about themselves. Put a check mark beside each positive statement as your going around the room. When they've finished they should have check marks beside each name. They can, then, cut all the names with their statements into strips. When everyone is finished, pass out the strips to the proper people. Then watch their attitudes change!! Encourage them to share these with their parents.

GAMES & ACTIVITIES PROMOTING POSITIVE FEELINGS & GROUP UNITY

VALUE GAME

On the following page is a technique that can be used with most any group of individuals to serve as an ice-breaker and should initiate good discussion. It is fairly well outlined, a few points should be stressed.

This is best used with older children, a degree of independence helps make the game meaningful.

The group is placed in the middle of the room - they have 10 seconds to make a choice as to how they feel. After the choice is made, a discussion can take place with an exchange between opposing points of view. Rules for group discussions should be enforced or taught, and if inducted, the actual dynamics of the group can be brought out, such as leaders emerging, the "herd" instinct, etc.

If room is limited the choices could be printed on cards and the decisions could be held aloft on signal.

It's success or failure depends mainly upon the type of questions posed to the group. One way of obtaining good questions might be to ask members of the group to submit three to five things they feel strongly about. Perhaps it would be things they feel are right, or things they feel are wrong. The leader could limit the discussion to a given topic.

Suggested topics:

Should you report a student who is smoking in the restroom?
The main objective of getting a good education is to obtain a good job.
Many family problems could be solved if the children were seen and not heard.
Students who misbehave should be "kicked out" for a period of time.
The real objective in life is to let each person "Do his own thing."
The biggest problem in life is making an adequate living.
Students would do better in school with less supervision.
A good father spends a lot of his time with his children.
Mother shouldn't work.
The most important thing in order to be a good teacher is to have a comprehensive knowledge of subject matter.

Materials: 6 sign cards posted in front of the room.
10 people from the group

Procedure: Group leader asks a question and asks the participants to stand in front of the sign which best expresses their feelings; then after each has decided, group discussion follows as to why certain choices were made.

By choosing shy students as participants, they become involved.
If only part of the audience, they can still participate from group discussion.
Students are involved in decision making.
Caution should be used so as not to impose your values or values of others concerning an individual's decision.

Sample of cards:

Absolutely Right	Right with some Doubts	Right with many Doubts
Wrong with many Doubts	Wrong with some Doubts	Absolutely Wrong

It has been found that 4 categories may be enough or you may add a 5th - undecided.

GAMES & ACTIVITIES PROMOTING POSITIVE FEELINGS & GROUP UNITY

GOOD FEATURES

May be used with two different exercises.

1. Sharing Positive Observations

   This activity may be conducted in a number of ways...

   A. While seated in a circle each child states something good or positive about the person on either side of him. The list serves as a guide only and is not to limit the child in any way. The sharing may be written, oral, or both.

   B. Over time the entire class is given opportunity to share positive statements about each other.

2. Circle Most Important Features

   The top (5) - (10) etc. features valued most highly in others... parents, peers, self, are indicated. No names - Tally results and disucss.

GOOD FEATURES

NICE
CONSIDERATE
VERY NICE
KIND
HELPFUL
FRIENDLY
CHEERFUL
COURTEOUS
DOESN'T GET ANGRY EASILY
FUN TO BE AROUND
FUNNY
HONEST
BRAVE
CLEAN
I LIKE HIM
I LIKE HER
SMILE
HAIR
EYES
DRESS
SHIRT
CLOTHES
SMART
GOOD RUNNER
GOOD AT BASEBALL
GOOD AT FOOTBALL
GOOD AT BASKETBALL
GOOD AT SWIMMING
GOOD PENMENSHIP
GOOD IN ART
GOOD IN MUSIC
IS HAPPY A LOT
PRETTY
O.K.
CUTE
GOOD LISTENER
EASY GOING
RESPONSIBLE
ADVENTUROUS
HARD WORKER
GOOD LOOKING
GENTLE
ENERGETIC
INDEPENDENT
CREATIVE
RESPECTFUL
SELF CONFIDENT
HUMBLE
COURAGEOUS
LEADER

The following is a group activity suitable for upper elementary children as a means of developing cohesion in the group.

The categories titled "At Best I Am" and "At Worst I Am" can be categories such as animals, T.V. stars or roles, colors, songs, moods, etc. They should serve as clues to the identity of the person. Each person submits a slip of paper with a selection for "best" and "worst". The counselor reads the slips of paper omitting the names. The words are listed on the sheet, a set for each member.

The group is given time to guess which member matches each set of descriptions. The activity ends when the actual person is identified. A discussion of the group interaction should follow.

AT BEST I AM USUALLY	AT WORST I AM USUALLY	PERSON YOU GUESSED	WHY?	GROUP CHOICE	WHO REALLY SAID IT

SECTION K

EVALUATION

These are some "rough, in-need-of-refinement, evaluative tools that may be used for estimating the effectiveness of various aspects of the group guidance acitivites.

1. can be used at the end of the year or semester: it is to be filled in by the teacher.

2. is a list of questions to be asked at the end of a session.

3. a sample of forms for keeping process notes by counselor and teacher and for a written evaluation by the students.

4. Monthly Report Summary

5. Yearly Evaluation Form - Staff

6. Yearly Evaluation Form - Student

Normandy School District
Department of Pupil Personnel Services
Division of Counseling and Guidance - Elementary School

Evaluation of Classroom Group Guidance

Throughout the year the counselor has come to your room approximately once a week to lead a group discussion. The counselor would like you to indicate how you think and feel about this expenditure of time. You need not sign this form, but please return it to the counselor's mailbox tomorrow or the day after.

Please check the appropriate box:

How do you think and feel about:

	Very Negative	Negative	Neutral	Positive	Very Positive
1. The overall leadership skills of the counselor					
a. how he/she encourages student participation					
b. how he/she understands students contributions					
c. how he/she perceives the needs and desires of your class					
d. how he/she maintains an atmosphere appropriate for classroom discussion					
e. how he/she chooses topics					
f. how he/she uses materials					
2. The overall growth of students as a result of the discussions					
a. students' participation in these discussions					
b. students' participation in regular classroom discussions					
c. students' interaction in academic activities					
d. students' interaction in social activities					
e. students' awareness of self					
f. students' skills in relating to others					

	Very Negative	Negative	Neutral	Positive	Very Positive
3. Having it again next year					
4. Being taught how to be a leader in your own room for next year					
5. Your overall impressions of group guidance this year					
6. Having spent this much time in these kinds of activities?					

7. Any additional comments:

Thank you for your time.

Evaluative Questions to ask at the end of a group guidance session. (Children indicate thorough agreement, sort of agreement, or disagreement by how high they raise their arms.)

1. I liked this session.
2. I am happy with what I did and said during this session.
3. I would like to be able to talk more in these sessions.
4. I would like to be able to act different in these sessions.
5. I would not like to have any more discussion sessions.
6. Today we talked about something I am interested in.
7. Today we talked about something I think is important.
8. I would like another session just like this one.
9. I now know something about me that I didn't know before this session today.
10. I now know something about the way people act that I didn't know before today's session.
11. I would like to have more sessions like this each week.
12. Today we talked about something most people in the class were interested in.
13. Today we talked about something most people in the class think is important.

NOTE: This plus its variations have been used K-6 as a quick, subjective, heavily biased evaluation of the value of the group guidance session. It is also a way of getting the students into the habit of evaluating, in some manner, what is happening.

COUNSELOR'S EVALUATION OF CLASSROOM GROUP GUIDANCE
(used after each session)

Teacher: _____
Day of week: _____
Time: _____

Date: _____

Topic of session:

Summary of session:

Significant interpersonal reactions:

Suggestions for future sessions:

Teacher and/or counselor's observation:

TEACHER'S EVALUATION OF CLASSROOM GROUP GUIDANCE
(used after each session)

Teacher: _____

Date: _____

Topic(s) of session:

Overall evaluation: _____
Excellent Fair Poor

Significant interpersonal reactions:

Comments:

Suggestions for future sessions (mention to counselor before next session):

STUDENT S EVALUATION OF CLASSROOM GROUP GUIDANCE
(used after each session)

Teacher: _____
Date: _____

Like it: _____
Very much ok not at all

Comments and suggestions:

(put in counselor's mailbox)

NORMANDY SCHOOL DISTRICT
ELEMENTARY SCHOOL COUNSELING
PROGRAM

Monthly Statistics for _____ 19_____
School _____ Counselor _____

Function:

1. Counseling with students (tally = 1/2 hr. with 1 student)

   Individually . . . . . _____
   Small Groups (2 or more) . . . . . _____
   Grand Total _____

2. Guidance . . . . . _____

3. Consulting

   With principals and other administrators . . . . . _____
   Teachers . . . . . _____
   Nurse. . . . . _____
   Reading specialist and other school personnel. . . . . _____
   Special school district. . . . . _____
   Outside agencies . . . . . _____
   Parents. . . . . _____
   Parent groups. . . . . _____
   Other school personnel . . . . . _____
   Grand Total _____

4. Observations

   In the classroom . . . . . _____
   Other. . . . . _____
   Grand Total _____

5. Referrals made to

   Special District . . . . . _____
   School Nurse . . . . . _____
   School psychometrist . . . . . _____
   Reading Specialist . . . . . _____
   Other. . . . . _____
   Grand Total _____

6. Staffings. . . . . _____
7. Meetings . . . . . _____

8. Office Work

   phone. . . . . _____
   records. . . . . _____
   correspondence . . . . . _____
   planning . . . . . _____
   other. . . . . _____
   Grand Total _____

9. Teacher In-Service Training (tally = 1/2 hr.). . . . . _____

   Meeting time . . . . . _____

10. Testing (tally = 1/2 hr.)

Coordinating . . . . . ._____
Administering . . . . . ._____
Interpreting Results. . . . . ._____
Scoring . . . . . ._____

Slosson . . . . . ._____
WISC. . . . . ._____
Group . . . . . ._____
WPA . . . . . ._____

11. Other activities (Please list below)

SCHOOL _____

DEPARTMENT OF PUPIL PERSONNEL SERVICES
DIVISION OF COUNSELING AND GUIDANCE

1. Since this is our second year with a district-wide in-depth program in elementary counseling services, we would like to have your evaluation of the program to date.

2. The following questions are asked in an attempt to better understand what the counselor does. Please answer each question as best you can by checking the appropriate box.

A. HOW WELL DO YOU THINK YOU KNOW WHAT YOUR ELEMENTARY SCHOOL COUNSELOR DOES?

Have Good Idea ___ Have Some Idea ___ Have No Idea ___

B. HOW OFTEN ARE THERE COMMUNICATIONS BETWEEN THE COUNSELOR AND THE HOME?

Frequent ___ Occassional ___ Rare ___ Never ___ Have No Idea ___

C. IN GENERAL HOW WOULD YOU RATE THE ELEMENTARY GUIDANCE PROGRAM FOR YOUR SCHOOL?

Excellent ___ Good ___ Fair ___ Poor ___

D. HOW OFTEN WOULD YOU ENCOURAGE A STUDENT IN NEED OF HELP TO SEE THE COUNSELOR?

Always ___ Often ___ Sometime ___ Never ___

E. When you began this school year, and learned that you would have the services of a guidance-counselor, you no doubt had some expectations for this program. In comparison to your own personal expectations, please check the number which most closely fits your reaction at this time.

1.___ Would advocate expansion of this program
2.___ Positive
3.___ Neutral
4.___ Slightly Negative
5.___ Disappointed

OUR SCHOOL COUNSELOR

Each statement in this section describes an action which might be performed by an elementary school counselor. In the column immediately to the right of each statement, check yes, no, or not sure to indicate whether your counselor performs the action described. This scale does not reflect individual response, as a result names are not needed.

THE COUNSELOR:	Does the counselor do this			Do you think the counselor should do this		
	YES	NO	NOT SURE	YES	NO	NOT SURE
1. Works with students who ask.						
2. Works with students referred by the teacher.						
3. Works with students individually.						
4. Works with students in small groups.						
5. Works with the entire class.						
6. Helps with the orientation of students (holds conferences with new students, help familiarize children with school rules, tells parents about program, etc.)						
7. Helps plan the school testing program.						
8. Does the counselor administer either group or individual tests.						
9. Interprets test results to parents.						
10. Interprets test results to teachers.						
11. Interprets test results to students.						
12. Conducts case studies of pupils.						
13. Helps teachers to make use of case study.						
14. Supervises the maintenance and proper use of the cumulative record system.						
15. Helps plan and implement the school curriculum realistically.						
16. Conducts in-service training programs for teachers in use of tests.						
17. Uses records as aid to understanding student behavior.						

THE COUNSELOR:	Does the counselor do this			Do you think the counselor should do this		
	YES	NO	NOT SURE	YES	NO	NOT SURE
18. Assists teachers in use of records an aid to understanding student behavior.						
19. Has individual conferences with children having academic difficulties.						
20. Has individual conferences with children having emotional problems and children having behavioral problems.						
21. Punishes discipline problems sent to him by the teacher or principal.						
22. Holds individual conferences with parents who request help in relationship to their children.						
23. Holds conferences with any adult who ask for self help.						
24. Discusses topics of vocational and future educational motive with groups of students.						
25. Conducts group discussions with parents who express concern about their children.						
26. Conducts group discussions with parents who wish to discuss their own problems.						
27. Uses techniques such as guidance stories in his work in the classroom						
28. Assists in the proper academic placement of the child.						
29. Assists in the identification of children who need special help.						
30. Prepares reports that help parents understand school and students.						
31. Conducts educational research.						
32. Refers children to appropriate sources when a need arises						
33. Helps you better understand human behavior.						

SATISFACTION WITH GUIDANCE AND COUNSELING - PUPIL

School_____ Grade_____ Boy_____ Girl_____

In order to help us plan how to work better we need your help. Please put an X in the box that tells how you feel.

Yes___ No___ 1. Has talking with the counselor helped you in any way this year?

Yes___ No___ Don't Know 2. Do you think other boys or girls have been helped by talking to the counselor?

Yes___ No___ Don't Know 3. Would you like to have a counselor in your school (next year) to talk to?

	A LOT	SOME	NO	NOT SURE
4. The counselor helped us to understand why we do the things we sometimes do.				
5. The counselor helped me to understand myself better.				
6. The counselor had time to see me whenever I wanted to see him.				
7. The counselor is interested in all the boys and girls in my class (school).				
8. The counselor is interested in me.				
9. I feel the counselor is really able to help kids when they talk to him.				
10. Would you tell your friends to talk to him/her if they wanted to talk with someone about a problem?				

11. On the other side of this page, please write any other comments you feel were important concerning your work with the counselor. (Sign your name only if you want to)

ANNOTATED BIBLIOGRAPHY - GROUP GUIDANCE MATERIALS

The following materials are those that have been used in the Normandy School District.

Programs designed for year-long use in the elementary classroom.

DUSO - Developing Understanding of Self and Others

A program designed to help children of kindergarten and primary age better understand themselves and their relationships with others. The classroom teacher or counselor can present this program. DUSO is structured so that it may be used on a daily basis throughout a complete school year. The kit of materials includes the teacher's manual, two story books, records or cassettes, posters, puppets and props, puppet activity cards, and role playing cards. One of the puppets, a dolphin named DUSO, is used to introduce topics and stimulate interest throughout the program.

American Guidance Series
Publishers' Building
Circle Pines, Minnesota 55014

Developing a Program for Education in Human Behavior (Ojemann Materials)

A program designed to impart knowledge about human behavior and development, with the rationale that if a child is taught to understand and appreciate the forces that operate in his social environment, he will be able to deal more effectively with that environment. This program is planned to help the elementary child acquire a "causal" orientation toward his social environment. Different materials are available for use with children at each grade level, first through sixth. Materials for each grade level consist of a teacher's manual and student booklets.

Educational Research Council of America
Rockefeller Bldg. Dept. of Psychology
Cleveland, Ohio

About Me

A self-concept program designed to help youngsters in the 4th, 5th, and 6th grades move toward realizing their full potentials. Lessons are planned to help children look at themselves, accept themselves, and work toward changing those aspects of themselves that they would like to alter. Materials necessary to the program are a Teacher's Guide and a student booklet for each child. The program was written by Combined Motivation Education Systems, Inc. and is distributed by Encyclopaedia Brittanica.

Encyclopaedia Brittanica
Educational Corporation
425 N. Michigan Ave.
Chicago, Ill.

Human Development Program

Materials which are planned to help children become more aware of similarities and differences among people, relate responsibly to society, and feel successful. Activity guides provide sequential, developmental topics and discussion techniques for daily use in the classroom. This program is designed for use by the classroom teacher. There are materials appropriate for all elementary grade levels.

Human Development Training Institute
1081 East Main Street
El Cajob, California 92021

Focus

A program desinged to help lead the elementary child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. There are three Focus kits: Awareness, which is most suitable for 1st and 2nd graders, Responding, which is designed for those in the 3rd and 4th grades, and Involvement, which is appropriate for 5th and 6th graders. At each level, a set of materials consists of a Teacher's Guide, six full-color sound filmstrips, story records or cassettes, a number of two-sided photoboards, and pupil activity booklets.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

OJEMANN SERIES

Outline of Stories and Topics

III.

Ming Fu	how personal differences affect people
Itocha	escape through daydreaming
Andy Can't Play	respect other people's property- stealing - also "buying attention" from kids - Andy buys candy for the gang so they will let him play.
Christmas Party	insecurity caused by physical characteristics - Peewee is short.
Name That Hurt	name calling
Amy Wants To Be Boss	leadership

IV.

A New Girl In School	feelings about this
Going Fishing	getting glasses - changes involved; touches on feelings of person with learning problem
It's Time For Dinner	being late; how to solve a problem
Bashful Ronald	too sky to participate
Steve's New Books	choosing ways to increase self worth - respect other's property
Cub's Picnic	concept of right vs wrong
Rule's & Reasons	punishment when break rules
Spring Ballet	misunderstanding between friends causes unhappiness
Party for Marty	prejudice - anti-Mexican American

Ojemannn Series con't.

V.

Toby of the Wagon Train	absenteeism - reasons causing - why it's bad
A Part For Phyllis	reacting to situation of not being bigwig
What Makes A Leader?	culture shock - inner city boy moves to suburbs - different behavior patterns cause problesm - being "tough" doesn't help him
Becky and Mel	differences between male/female roles - CHAURANISTIC

VI.

The New Boy	prejudice, possible reasons for
I Remember	lying
The Tramp	bucking the crowd
Skating Party	decision making - unfinished story

Focus on Self Development - Stage One - Awareness

Value	Unit & Theme		Situation or Comment
Attributes of Self	A	Cindy and the Elf	Physical Self
	B	Learning in the Park	Intellectual Self
	C	Circle of Feelings	Emotional Self
	D	Lonesome Ben	Social Self
Family Relationships	B	Learning in the Park	Siblings
	D	Lonesome Ben	Parents
	J	Palmer, the Pushy Pigeon	Siblings, and Mother
	K	When you're older Susie	Siblings
	N	Focus on Sharing	Siblings, parents
	O	Andy, A Boy Who Ray Away	Siblings, parents
	P	Judy's Ups and Downs	Siblings
Understanding Others	I	The Parade	Group Numbers
	L	Photoboards	Study one person
	M	A Suggested Approach to Problem Solving	Problems of others
	N	Focus on Sharing	Seeing both Sides
	P	Judy's Ups and Downs	Seeing both Sides
	Q	It takes two to Seesaw	Seeing both Sides
	R	Do You Know What Happened?	Reasons for Behavior of others
Feelings	C	Circle of Feelings	Introduction to feelings
	D	Lonesome Ben	Feeling Alone or Left Out
	K	When You're Older, Susie	Various Feelings
	L	Photoboards 26-28	Various Feelings
	M	A Suggested Approach to Problem Solving	Feelings involved in Problem Solving
	N	Focus on Sharing	Feelings Involved in Sharing
	O	Andy, A boy who ran away	Various Feelings
	P	Judy's Ups and Downs	Feeling happy, afraid, angry

Focus On Self Development Continued:

Sensory Perception and the Environment	E	The Sound Machine	Hearing
	F	The Magic Glasses	Seeing
	G	Tony's Way Out Nose	Smelling and Testing
	N	The Blind Man and the Elephant	Touching
Problem Solving and Decision Making	N	The Blind Man and the Elephant	How a group might solve problems
	M	A Suggested Approach to Problem Solving	Various problems to solve
	N	Focus on Sharing	Sharing problems to solve
	O	Andy, a boy who ran away	Possible consequences of designes
	P	Judy's Ups and Downs	Factor leading to problem
	R	Do You Know What Happened?	Cause of Problems
Sharing	D	Lonesome Ben	Sharing Time
	I	The Parade	Sharing Activities
	J	Palmer, the Pushy Pigeon	Sharing Time, Things
	M	A Suggested Approach to Problem Solving	Sharing problems to solve
	N	Focus on Sharing	Study of Sharing
	O	Andy, A Boy Who Ray Away	Sharing Time, Space

BIBLIOGRAPHY FOR GROUPS IN CLASSROOM

Ojemann (1961), R. H. Investigations on the effects of teaching an understanding and appreciation of behavior dynamics. In G. Caplan (Ed.), Prevention of mental disorder in children. New York: Basic Books, 1961.

Hollister (1967 b), W. G. Designing curriculum to strengthen ego capacities. Am. J. of Orthopsychiatry, 1967, 37, 356.

Bower, (1961), E. Primary prevention in a school setting. In G. Caplan (Ed.), Prevention of mental disorder in children. New York: Basic Books, 1961

Lombardo (1968), A. A mental health curriculum for the lower grades. Mental Hygiene, 1968, 52, 570-576.

Long (1969), B. E. Where do you learn to be people now - in schools? Am. J. of Orthopsychiatry, 1969, 39, 291-292.

Ojemann (1967), R. H. Incorporating psychological concepts in the school curriculum. J. of School Psychology, 1967, 5, 195-204.

Roen (1967 a), S. R. Primary prevention in the classroom thru a teaching prggram in the behavioral sciences. In E. N. Cowen, E. A. Gardner, and M. Zax (Eds.), Emergent approaches to mental health problems. New York: Appleton Century Croft, 1967.

Roen, S. R. Relevence of teaching children about behavior. Am. J. of Orthopsychiatry, 1970, 40, 307-308. People Watching Vol. 1, 1971.

FILMSTRIPS AND BOOKLETS

Getting Along

#1 Think of Others
#2 A Pat on the Back
#3 Why Argue?
#4 The Magic Words
#5 Everyone Makes Mistakes
#6 The Reason For Rules
#7 Breaking Rules
#8 It's All In Your Mind
#9 Human Rights
#10 Why Criticize

Ten small booklets that could be used with upper elementary grade children. The booklets explore the many facets of learning to get along with others.

Economics Press
Fairfield N. J.
07006

Teaching Children Values Through Unfinished Stories

Two sets of tapes (one for primary, one for intermediate grades), with scripts and appropriate discussion questions included. Moral topics covered include integrity, courage, responsibility and justice.

Educational Activities, Inc.
Freeport, N.Y.

Guidance Stories

Taking Care of Your Things
Sticking to Your Job
Sharing With Others
New Friends - Good Friends
One Kind of Bravery
Playing Fair

A series of filmstrips appropriate for use in primary and intermediate grades. Filmstrip stories have been photographed rather than animated.

Encyclopaedia Brittanica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Filmstrips & Booklets Continued:

How Shall We Live

1. Leading and Following
2. Feelings About Others
3. Giving and Taking Advice
4. Choosing
5. The Way We Look at Things

A series of guided discussions planned to help young people explore the principles by which they live and get a better understanding of how to apply them in their individual lives. Each discussion is preceded by a 6-to-10 minute sound filmstrip dealing with the discussion theme. This series is subtitled "A Teen-Age Discussion Series", can be used in upper elementary grades.

Eye-Gate House, Inc.
146-01 Archer Avenue
Jamaica, N. Y. 11435

Me, Myself, and I

Who Am I?
Why Do My Feelings Change?
What Can I Do About It?
How Can I Improve Myself?
What About Other People?
Where Do We Go From Here?

Six filmstrips on the topics listed above. These filmstrips are most suitable for upper elementary age children.

Eye-Gate House, Inc.
146-01 Archer Ave.
Jamaica, N.Y. 11435

First Things: Social Studies and Guidance

What Do You Expect of Others?
You Got Mad: Are You Glad?
Guess Who's In a Group.
What Happens Between People?
Who Do You Think You Are?

A sound filmstrip series which has as its objective to help each child grow in understanding himself and other persons as individuals and as members of groups within the society. This series is appropriate for primary age children.

Guidance Associates
Pleasantville, N.Y. 10570

Filmstrips & Booklets Continued:

First Things: Values

The Trouble With Truth
What Do You Do About Rules
That's No Fair
You Promised!
But It Isn't Yours...

A series of sound filmstrips designed to help primary age children develop their ability to reason more adequately about moral problems. There are two filmstrips on each of the above moral topics. Open-ended dilemmas are presented, at the end of which children discuss possible resolutions.

Guidance Associates
Pleasantville, N.Y. 10570

Junior Guidance Series Booklet

A series of fifteen booklets dealing with the developmental problems of children in upper elementary and junior high school. Booklets cover such topics as brothers and sisters, parents, physical and emotional maturation.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Exploding The Myths of Prejudice

The Black Rabbits and the White Rabbits

Filmstrips, dealing with prejudice, which can be used with primary age children.

Warren Schloat Productions
Pleasantville, N.Y. 10570

Filmstrips Continued:

BFA Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404
Drugs: the First Decision. Elm., Jr. High.
First Cigarette, 9 1/2 min., Elm., Jr. High.
Getting Angry, 10 min., Primary.
Getting Ready for Jr. High. 17 min., Elm.
Homework and Study Habits, 11 min. Elm.
How to Solve a Problem. 12 1/2 min., Primary.
Lost and Found. 11 min. Primary, Elm.
Meeting Strangers: Red Light, Green Light. 20 min., Primary, Elm.
Newcomer, The. 14 min., Elm.
Plain White Evelope, The. 19 1/2 min., Elm.
School Problems: Getting Along with Others. 10 1/2 min. Prim., Elm.
Values: Being Friends, 9 min., Elm.
Values: Cooperation, 11 min., Primary, Elm.
Values: Playing Fair, 10 min., Primary, Elm.
Values: The Right Thing To Do., 8 min., Elm.
Values: Telling the Truth, 10 min., Primary, Elm.
Values: Understanding Others 8 min., Elm.
Values: Understanding Ourselves. 9 min., Elm.
We Play and Share Together, 10 min., Primary.

Bloedown, Jerry. Sometimes I Even Like Me. One-hour on Lewis-Wadhams School, 40 E. 43rd Street, New York, New York.

Contemporary Films. Summerhill. National Film Board of Canada, McGraw-Hill, Manchester Road, Manchester, Mo. 63011.

Coronet Films, Coronet Building, 65 E. South Water St., Chicago, Ill.
Appreciating Our Parents (11 min.) Prim, Intermediate. 60601
Beginning Responsibility: Being a Good Sport (11 min.) Prim., Interm.
Beginning Responsibility: Being On Time (11 min.)Prim., Intermediate
Beginning Responsibility: Books and Their Care (11 min.) Prim.
Beginning Responsibility: Doing Things for Ourselves (11 min.) K-Pri
Beginning Responsibility: Getting Ready for School (11 min.) Prim.
Beginning Responsibility: Learning to Follow Instructions(11 min)Pri.
Beginning Responsibility: Lunchroom Manners (11 min.) Prim.
Beginning Responsibility: Other People's Things (11 min.) Prim.
Beginning Responsibility: Rules at School (11 min.) Prim.
Beginning Responsibility: Taking Care of Things (11 min.) K-Prim.
Beginning Responsibility: Using Money Wisely (11 Min.) Prim.
Courtesy for Beginners (11 min.) Prim.
Fairness for Beginners (11 min.) Prim.
Getting Along With Others (11 min.) K-Prim.
How Quiet Helps at School (11 min.) Prim., Intermediate.
Kindness to Others (11 min.) Primary.
Let's Share With Others (11 min.) Prim., Intermediate.
Our Class Works Together (11 min.) Prim.
We Go To School (11 min.) Prim.
What To Do About Upset Feelings (11 min.) Prim.

Filmstrips Continued:

The Jungle Churchill Films, "Getto Kids." 622 North Robertson Street, Los Angeles, California.

Leitman, Alan, "They Can Do It." (35 min.) E.D.C., 55 Chapel St., Newton, Mass.

Polymorph Films, "Children as People." Fiering, Al., Fayerweather Street School, John Holt, narrator. 331 Newbury St., Boston Mass.

FILMSTRIPS:

Anti Defamation League of B'nai B'rith, 41 Exchange Place, S.E., Atlanta, Ga. 30303. "Rumor Clinic" -- filmstrip based on research by psychologist, Gordon Allport. It presents a game that can be used for the basis of a dramatic illustration of how rumors operate.

Education Materials Center. P.O. Box 2973, Jacksonville, Fla. "Little Things That Count" - 8 filmstrips, 4 cassette tapes concerning helping others, good manners, etc.

Edu-craft, Inc. 6475 Dubois, Detroit, Michigan. Stories from the wonderful world of work, grades K-6, animated, records included.

Encyclopedia Britannica. Educational Copr., 425 N. Michigan Ave., Chicago, Illinois 60611.

1) Developing your Personality. "Thinking for Yourself" "Trying New Things," "More Than One Friend," "Enjoying Today," Promises are Made To Keep," "Leaders and Followers." Garde 4-6.
2) Guidance Filmstrips, for 8-12 year olds, covering such topics as manners at school, playing fair, leaders and followers, sticking to your job, etc.
3) Learning Cooperation and Self-Discipline, K-2,
4) Good Manners Series. 6 filmstrips which present stories involving simple but interesting situations calling for thoughfullness and courtesy toward others.
5) Character Building Series, 16 filmstrips - stories which tell the adventure of a cottontail family to point up desirable character traits to primary grade youngsters.

Eye Gate House, 14601 Archer Avenue, Jamaca, New York 11435.

1) Me, Myself and I, grade 5-6. Includes "Who Am I," "Why Do My Feelings Change," "How Can I Improve Myself, ""What Can I Do About It," "What About Other People,""Where Do We Go From Here."
2) Some Neighborhood Helpers. 10 filmstrips depicting work of doctor, nurse, beautician, gas station attendant, etc.
3) We're Growing Up. Filmstrips and records for Kindergarten and others. Titles: "I Made It Myself," "The Safe Way," "Susan is Shy," "Billy, the Bully.", etc.

Filmstrips Continued:

Guidance Associates, Pleasantville, New York 10570

1) The Alienated Generation. Students meet hippies and learn why they rebell against society.
2) Dare to be Different. Explores pressure to conform in our society.
3) Drug Information Series. A set of 4 programs describing the history, medical and legal classification of drugs, social physical and emotional factors.
4) Drug Threat: Your community's response. A community orientation program which discusses methods schools are using to protect their youngsters against the tragedies of drug abuse.
5) Effective teacher: Family Life and Sex Education. A multi-grade level inservice teacher training program.
6) Failure: A Step Towards Growth. Suggests specific ways to face and learn from failure.
7) First Things. A series of sound filmstrips for the primary years designed to increase self-awareness and social understanding.
8) Guess Who's A Group! Definition of groups, rules, and their customs.
9) Sex Education U.S.A. Developed to build parent-community understanding and acceptance of elementary and secondary sex education.
10) Somebody's Cheating! Discusses moral and practical questions from many viewpoints.
11) What happens Between People. Exploration of the concept of human interaction. (verbal, physical, positive, negative.)
12) You Got Mad. Are You Glad? Children explore causes, effect, expressions of hostility, behavioral choices, etc.
13) Your personality: The You Others Know. Stresses the importance of self-discovery and remaining open to diversity in others.

Warren Schloat Productions, Inc. West Nyack, New York 10994.
Exploring moral values, grades 1-8, dealing with prejudice, personal values, authority, honesty.

Society for Visual Education. 1345 Diversey Parkway, Chicago, Ill.60614
1) Child Cooperation and Self-Discipline. Set of 9 Kindergarten and primary filmstrips. Impresses children with satisfaction of cooperating in everyday activities.
2) Developing Basic Values, "Respect for Property," "Acceptance of Differences," "Consideration of Others," "Recognition of Responsibilities." Grades 3-4
3) Foundations of Occupational Planning, "What Are Job Families," "What is a Job," "What do you liek to do," "Who are You," "What Good is a Job," "What Do You Like To Do," "Who Are You," "What Good Is School," Intermediate and Jr. High level.
4) Getting To KNow Me. 4 filmstrips and cassette tapes dealing with working with others and being yourself, etc.